ATHLETIC

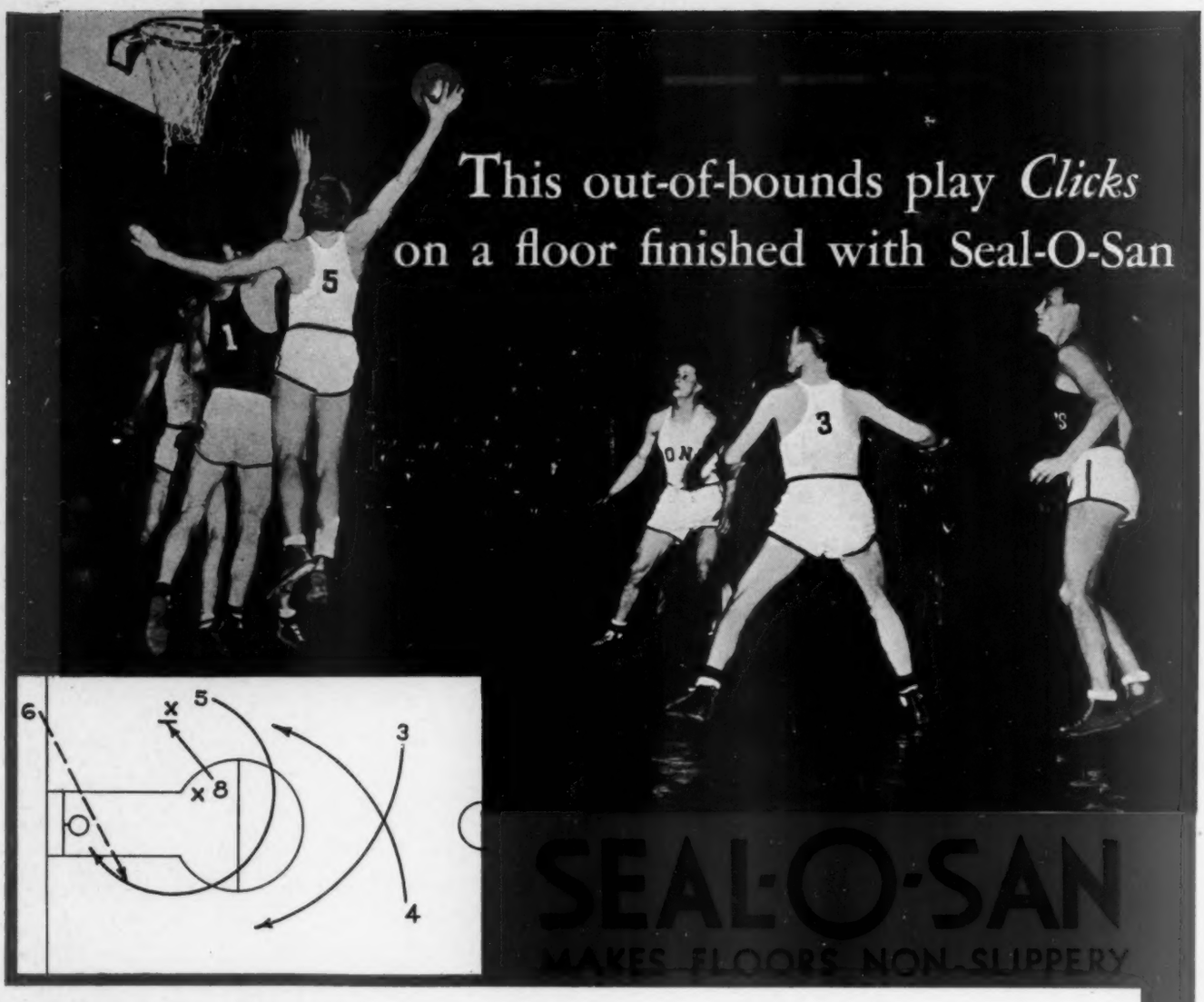
Vol. XIII, No. 6 February, 1933

The College Track and Field Honor Roll

A Study of Baskets at Different Heights
John W. Bunn

Preparing the Team for the Tournament Season
Roger W. Dooley
Edward F. Halpin
Leslie E. Beck

JOURNAL



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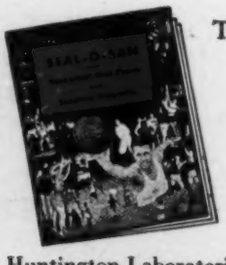

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VOLUME XIII

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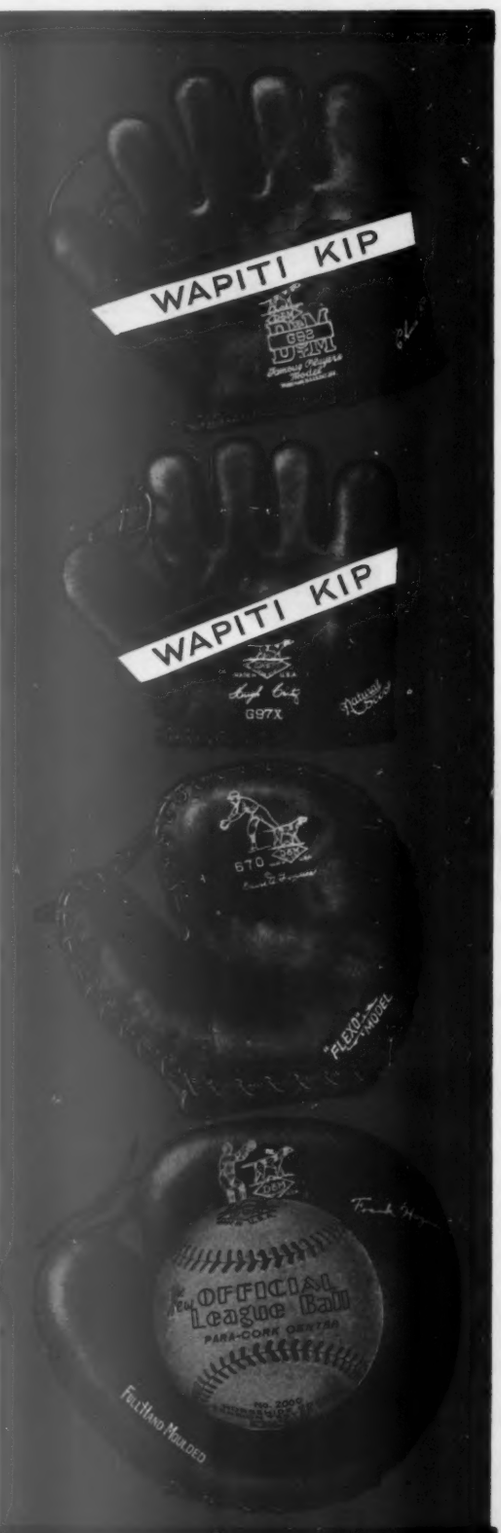

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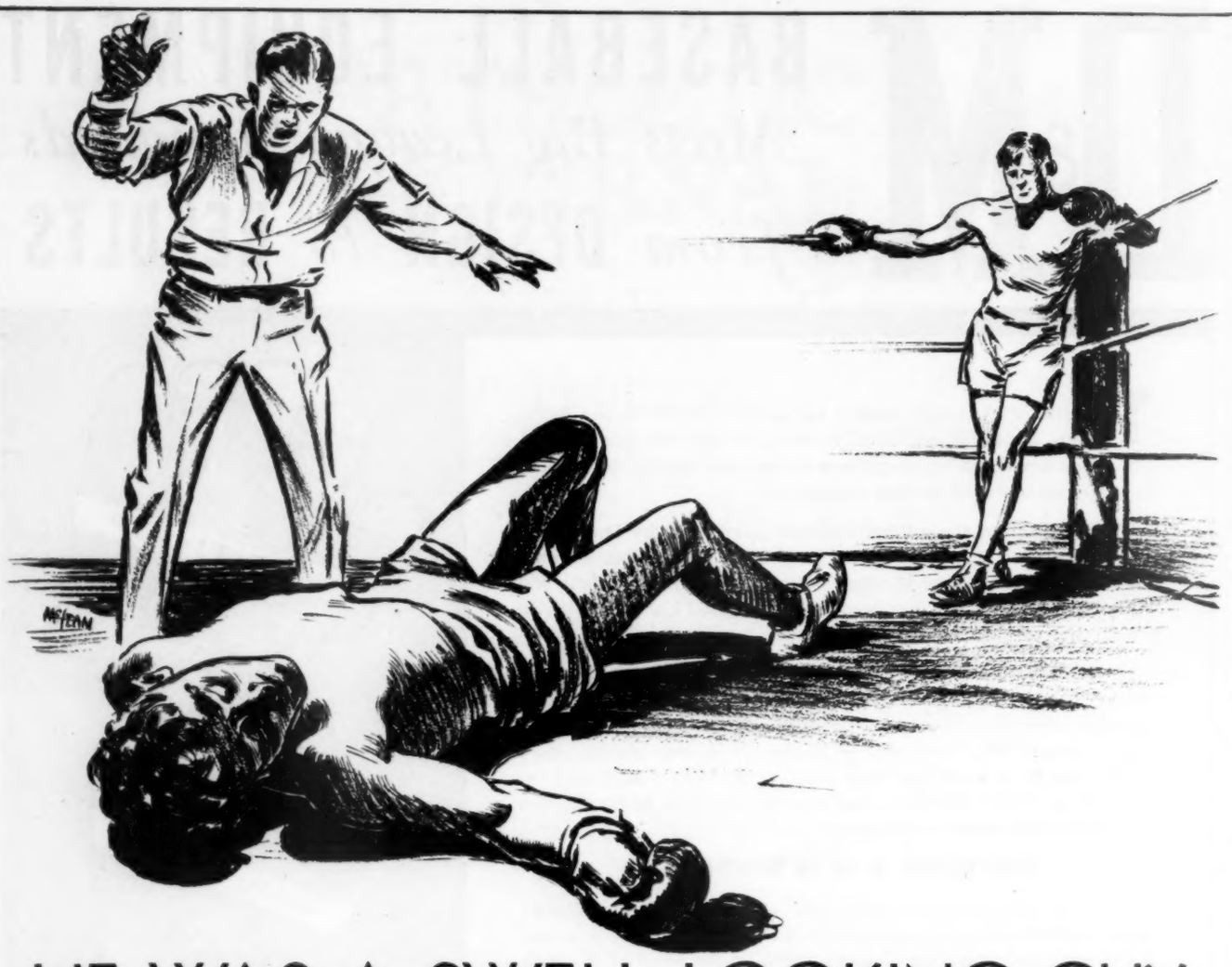

HE WAS A SWELL LOOKING GUY

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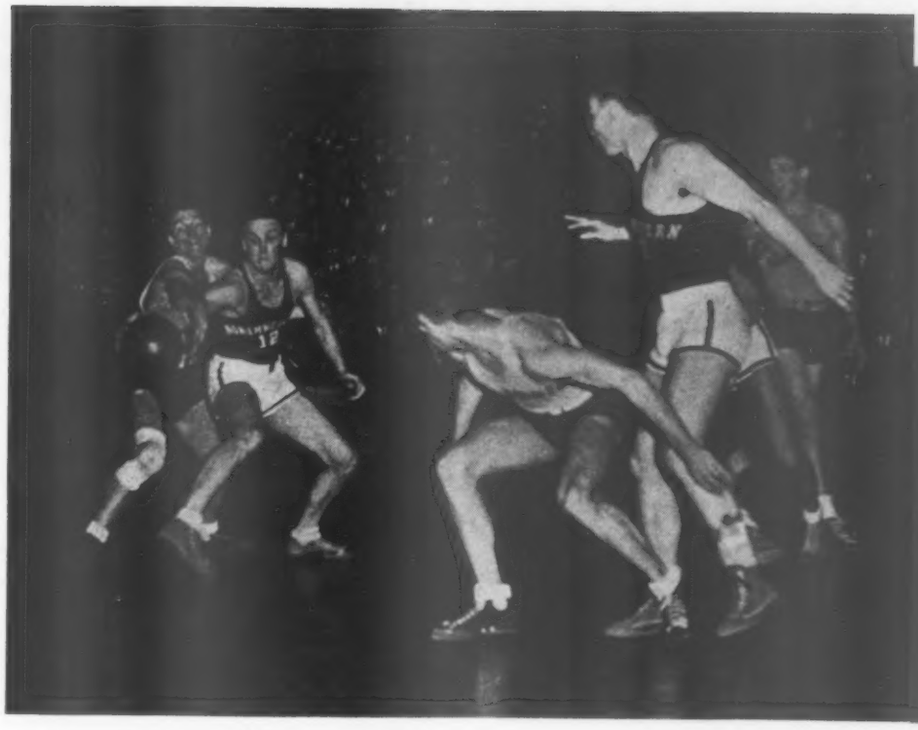


By John L. Griffith

Today's Problems in School and College Athletics

IN the December issue of the ATHLETIC JOURNAL, an attempt was made in an article, "Athletics in a Time of Depression," to call attention to certain aspects of school and college athletics in the period since the World War. In an article, "Athletics in a Time of Reconstruction," in the January ATHLETIC JOURNAL, attention was called to certain present day problems in athletics. In this article the writer is stressing still further certain problems that confront school and college athletic administrators at the present time.

In the period following the World War, when the growth of interest in school and college athletics presented perhaps the most striking phenomenon in connection with the changes that took place in the life of the nation, a great deal of attention was paid to matters pertaining to the administration of athletics. That was the period which witnessed the origin and development of administrative bodies that were unknown before the War and the strengthening of other organizations that had been created prior to 1917. All of these organizations have served a useful part, and each has in its own way been of value in promoting, developing and safeguarding amateur athletics. With the development of these organizations, however, we perhaps have become government minded, and certainly there has been a tendency to overemphasize the rights and prerogatives of the different governmental bodies.

It is clear that in the years which are ahead all of the various athletic governing bodies that survive will be those that serve primarily the interests of the individuals for whose benefit they were created. In other words, we are going to think more, for a time at least, of the interests of school and college athletics and less concerning the interests of the athletic administrators than we have been prone to think in the last decade.

A study of athletic fatalities each year reveals the fact that annually athletes in the educational institutions lose their lives as a result of ignorance or neglect. Some fatalities have occurred as the result of minor injuries from which infections developed, the serious consequence of which might have been prevented had proper medical attention been given at the time. Other athletes who should not have been permitted to participate in team athletics have lost their lives as a direct or indirect result of such participation. These fatalities have in part at least been due to the fact that those who were charged with the responsibility of administering to the physical welfare of the athletes in their schools or organizations had not devoted so much attention to these matters as they should have.

Competition for athletes, both in the high schools and colleges, has been carried on to an extent that in some institutions, at least, there have developed practices which are generally classified under the head of recruiting and subsidizing. These are matters that challenge the attention of school and college athletic administrators. Some, however, have admitted their inability to cope with this problem and have passed the responsibility on to others or have refused to accept any responsibility whatsoever.

Interschool and intercollege athletics by their very nature have problems that are not to be found in chemistry, English, mathematics and other academic subjects, because these departments are not conducted on an intercollegiate or interscholastic basis. Wherever competition is in evidence problems arise. This is true in business, banking and in everything else. The writer is convinced that there are fewer paid athletes representing college teams today than there were in the age of small stadiums. The recruiting problem has not developed as a result of the big stadiums. Competition for athletes, some of it legitimate and some of it illegit-

imate, exists both in the high schools and colleges. This is a matter that school and college athletic administrators must handle themselves, if they are worthy of being entrusted with the responsibilities of administration.

Coexistent with the recruiting and subsidizing problem, there has developed in many sections of the United States a spirit of distrust and suspicion which is inimical to friendly athletic rivalries. As school and college men in the next few years demonstrate their ability to reduce recruiting and subsidizing to a low minimum, good will and harmony among institutions will result. It is encouraging to note that in the last few years many natural rivalries in athletics, rivalries which for various reasons had been temporarily suspended, have been resumed. More attention must be given to means of developing a spirit of sportsmanship and friendliness in school and college athletics.

In the period of rapid development, the undesirable aspects of amateur athletics have been recited so vigorously and so frequently that many people have come to believe that there is more bad than good to be found in them. As some of the problems which have been mentioned above are more efficiently administered, and as friendly relationships are developed more and more, the better side of school and college athletics will and should be publicized.

These are some of the problems that concern the future of the game. All who would like to see athletics perpetuated, strengthened and improved must concern themselves with them.

College Basketball Coaches Association Research Department

A Study of Baskets at Different Heights

By John W. Bunn
Head Basketball Coach, Stanford University

THIS research department is sponsored by the National Association of Basketball Coaches. Articles appearing under this heading are written by members of the Association, and, while they are intended primarily for Association members, they deal with problems of such vital interest to all coaches of basketball that the ATHLETIC JOURNAL is confident they will receive the wide recognition they deserve.

AT the 1931 meeting of the National Association of Basketball Coaches, a research committee was appointed to investigate suggested changes in the rules. This report deals with the suggested change in the height of the baskets and backboards.

Agitation for a change in the height of the goals was initiated by Dr. Forrest C. Allen of the University of Kansas. His suggestion was a counter to the move to eliminate the tip-off. The action in both of these instances was brought about through the desire to overcome the alleged advantage of the tall player over the short one. Dr. Allen's original suggestion was to raise the baskets to twelve feet above the floor.

This suggestion was presented to the National Association of Basketball Coaches assembled in New York on March 28, 1931. It was not presented as a change for the season of 1932, but for the consideration of the coaches and Rules Committee during that season. The matter will be formally presented at the next meeting of these two groups for their decision.

This report submits statistics and opinions for comparison of goals at three heights, ten, eleven and twelve feet. Data and observations were recorded concerning not only the observed and measurable effect of the different heights of goals upon the tall player, but also concerning the following points:

1. *The effect upon scoring and shooting generally*—Basketball is an attraction because of its action. Action and scoring are almost synonymous in this sport. Basketball is a greater attraction than hockey, for instance, at the present time because there is more scoring in basketball. Anything, therefore, that will tend to decrease the amount of scoring is a questionable change. As a type of scoring the set-up shot, with the maneuvering which produces it, is the most thrilling to the spectators. The answer to this problem was sought by charting shots both during competition and during practice shooting without opposition. From the tabulated data shown below it may be readily seen that in this particular investigation the scoring was very decidedly reduced when the higher goals were used.

2. *The effect on roughness under the basket*—Will raising the baskets tend to open up the play around the basket and decrease the crowding, blocking and incident fouling that inevitably occur? If the play is less congested because of the higher baskets, does such a change seem to be a desirable one? The answer to these questions was sought through charting the rebounds from the baskets at the three different heights by noting the distance that the ball tended to rebound from the backboard. Also, the general congestion or lack of it under the basket during actual scrimmage was observed for the different baskets. The conclusion drawn was that crowding and massed play under the basket were largely eliminated, but the result was hardly desirable. See tabulation and comments on rebounds.

3. *Fatigue effects upon the players as a result of the baskets at different heights*—This information is entirely subjective and was secured from observation of the play and by interviewing the players. It is discussed below.

4. *The effect upon the courts and playing facilities throughout the country*—Problems of expense, relation of the height of the ceiling to the height of the baskets, etc., must be considered. This information was secured through inquiry. A summation is shown toward the end of the report.

The data that is presented was taken from the work of classes in basketball during the spring and summer quarters of 1931-32 at Stanford University. The spring classes were composed of freshmen and varsity players and also a group of novices, while the summer classes consisted of coaches attending the summer coaching school. All groups were required to perform all the drills so that the differences in ability would be reflected equally in all the data that was taken. Approximately thirty players are represented in the data.

Results

A TABULATION of shots during scrimmage for the different height goals produced the following results:

Height of Basket	*Percentage of Shots Made*
10 feet	30.6
11 feet	13.3
12 feet	10.8

A similar tabulation for shots made at various spots on the court without any opposition produced the following results:

Height of Basket	*Percentage of Shots Made*
10 feet	29.0
11 feet	25.4
12 feet	24.6

For obtaining the above data each

player was required to make one hundred shots and each made an equal number from specified areas on the court.

The shots during scrimmage do not represent an individual player tabulation, but rather a team result. It would be expected that some players would shoot more often than others, but it is assumed that these players made approximately the same number of shots at the different goals under similar playing conditions which were provided.

A tabulation of rebounds from the goals at the three different heights showed the following results:

Area of Rebound	*Percentage of Rebounds in Area; Goal Heights*		
	10 ft.	11 ft.	12 ft.
14 foot semicircle.....	44	38	41
Outside of semicircle....	56	62	59

Note: The center of the circle was located at the mid-point of the end line.

From the standpoint of shooting and recovering the ball from the backboard, it was observed that the higher goals eliminated very largely the advantage of the tall player under the goal. His accuracy on tip-in shots was very decidedly affected. He could not reach up and lay the ball in the basket. He was required to make a shot in the same way that a shorter player found it necessary to shoot. The tall man could not merely reach above the heads of his shorter opponents and obtain possession of the ball as under the lower goals. The fact that the goals were higher gave more time for the players to get into position for rebounds and thus permitted the shorter players to fight more effectively for the ball. They had opportunity to recover after jumping and then spring again for the ball. With the ten foot basket the exceptionally tall player would never lose his position because he would seldom jump from the floor.

On the other hand it was observed that the tip-in shots and the pleasing play incident to the set-up shot were practically eliminated when the higher baskets were used. With the goals at the added heights, the players seemed to be unable to control their shots when coming in toward the baskets at a rapid rate of speed. They, therefore, resorted more to the set shots a little farther out from the baskets and even to the longer shots, which were equally as easy to make. Thus a game with less passing and more long shooting resulted. This factor might be overcome as the players became more accustomed to the changed heights of the goals.

From the standpoint of roughness, there seemed to be less contact under the higher goals. This was due largely to the shooting being longer, which fact in turn spread the players over the court and made less concentration under the basket.

Fatigue was more noticeable in the case of the two higher goals than in the case of the lowest one. Without being asked for comment in this connection, the players complained that their fingers and wrists seemed to cramp and to tire after shooting at the high goals for a time. They felt that the shots at the higher goals required so much more force than the shots at the ten foot goal that, in addition to the fatigue which materially affected the accuracy of the shots, the push shot became more of a heave than a snap shot.

Finally, there is the effect of the higher goal on the playing facilities of the different organizations which participate in the sport. There are still many localities where adequate playing facilities are not available. Many teams play on courts with exceptionally low ceilings so that the raising of the goals would mean discarding of such facilities. It is a most difficult problem to determine the extent to which this factor would affect the different localities. The following information was obtained from state supervisors of physical education in sixteen different states and gives a fair cross section of opinion on conditions for the United States. The information received from these different states has been summed up under the following three heads:

1. The majority of the letters indicate that the supervisors are absolutely against any change in the height of the basket. They see no need for such a change in the rules and from the standpoint of the high school teams they think that the plan is highly impractical. They feel that, viewed from the standpoint of the present facilities of the high schools throughout the country, such a change would be impossible in the majority of high school gymnasiums.

2. There were some supervisors who felt that the change in the height of the basket might be an advantage to college teams but a very decided disadvantage to, and an impractical procedure for high school teams and teams of the lower grades. Therefore, these individuals suggested a graded system of heights for the goal to conform to the group involved. This height would range from eight feet in the case of the elementary school player to twelve feet for the college team. In the State of Maryland, this scheme has been tried out with what the people of that state feel to be unusual success and satisfaction. A backboard has been designed which may be raised and lowered with comparative ease. This backboard can be manufactured and marketed at a reasonable cost. It was the feeling of those representing this point of view that unless there is adopted a scheme of graded heights for the goal, depending upon the size of the players, the game of basketball is due to lag as far as its interest and attractiveness to the players are concerned. The opinions from the states of Maryland, Kansas and California were noteworthy in this second group.

3. Reports from Missouri and Ohio gave the opinion that the present facilities in the high schools would not accommodate a raise in the height of the goal. Nevertheless supervisors from these states felt that such a change might be a desirable feature, not only from the standpoint of improving the game but also from the standpoint of securing better playing facilities in the high schools of the country.

Conclusions

THE writer does not feel that definite conclusions should be drawn from the data that is here presented. The investigation should be carried out more extensively. It is hoped, however, that sufficient information has been presented here to suggest some of the problems that should be considered, and to stimulate others to contribute their thinking and work. A change of this kind in the rules has such a far reaching effect that no action should be taken until the results can be predicted with a great deal of accuracy.

One might draw the conclusion on the basis of this report that the raising of the goal is undesirable from practically every standpoint that was investigated. If a change in the height is to be made, then it is felt that an eleven foot goal will meet every need for a higher goal, and if such a change is made it would be practically obligatory to adopt a graded plan of goal heights for teams below the college grade.

Operation of the Ten-Second and Three-Second Rules

By Marshall J. Diebold

Director of Athletics, Carleton College

THAT the new basketball rules, namely the ten-second and three-second restrictions, have proved beneficial to the game and satisfactory to the spectators is the consensus of followers of the cage game.

The ten-second rule has speeded up the game to the extent that the play in general now takes place in the offensive area of the court. The game has become more of an offensive contest than it was with the drab play which was so characteristic prior to this year. By drab play is meant the style which was commonly called "delayed offense," and which frequently kept the major portion of play in the back court. The ten-second rule has really put the same offensive "punch" in basketball that the fans cheer for at a baseball game, especially when the New York Yankees bring their "big guns" into action.

The fact that more scoring has resulted in basketball since the ten-second rule has been in effect does not necessarily mean that the defense is weakening, but rather

that the game now brings about more scoring opportunities. The natural result is large scores. As a result of the ten-second rule, the players realize the obligation placed on the team in possession of the ball, and this fact has made for a more nearly perfect execution of offensive plays.

Although, for the last several years, basketball has been developing along the theory of a five-man offense, such an offense really has not been brought into general prominence until this year. As a result, the present type of offense sees the guards just as effective and dangerous in a team's attack as the men of the front line.

The three-second rule has had practically the same effect on basketball as the ten-second rule. It has tended to speed up the game without destroying its good features. The pivot or "spot" play in the free throw lane is still very common and has more finesse and nicety than ever. By the combination of the three- and ten-second rules, the long awaited drive in basketball is prominent. The new rule regarding the pivot play has made for clever ball-handling by the player on the "spot" and consequently has added color to the game. (Color in an athlete or athletic contest is that something which pleases all concerned.)

The results of the two new rules changes discussed above may be grouped under two heads; the combination of these makes basketball even more popular than ever for the players and spectators.

A. From the standpoint of the players:

1. The changes have shown the necessity of being in shape, because excellent physical condition is necessary as a result of the fast game now being played.

2. The game has been made faster, and players, as well as spectators, like speed in the game.

B. From the standpoint of the spectators:

1. "Punch" has been put into the contest. Color has been added to basketball.

2. The attack has been speeded up, and added scoring opportunities have increased the thrills in basketball.

3. The spectators now witness forty minutes of actual play and the use of the entire playing floor.

Much credit for the splendid results of the new rules should go to the basketball officials. It has been their sense of good judgment and liberal interpretation of the three- and ten-second rules that have really aided in speeding up the game. The officials are giving the players ample allowance for an honest intention to bring the ball from the back court in ten seconds and, likewise, they use good judgment in the enforcement of the three-second rule. This condition has helped the entire game.

The ten- and three-second rules may not be cure-alls, but they are an important step forward. The popularity of basketball is prospering with every game played under the new rules.

Individual Zone Defense

By Harold C. Prudhom

Pontiac High School

THE following variation of the zone defense has been used by the writer for a number of years with exceptionally good results. It might be called a combination of the zone and the man-to-man set defenses, inasmuch as the players guard the offensive men in their zones but do not trail them all over the floor.

It is unlike the usual straight man-to-man set defense in which the defensive man seldom makes any effort to intercept a pass to his man, often being behind his man and leaving him free to receive a pass but placing himself in such a position as to prevent shooting or dribbling toward the basket.

In the system explained here, it is the aim of the defensive man to place himself in such relation to the man he is guarding that he can intercept any pass made into his zone. If the ball should be successfully passed in, the defensive man is still in position to place himself between his man and the goal in order to keep him from shooting or dribbling toward the goal. The next closest man generally helps to rush the receiver, trying to get a held ball or to smother the receiver so that he will have to pass out immediately. As soon as the ball is passed, the other players cover the nearest men in the danger zones so that they may not receive a quick pass from the receiver.

In working this defense, the defensive men drop back to the positions indicated in Diagram 1 and as far as possible converge toward the place at which the offense may thrust. The men keep their eyes on and play the ball at all times. They move from one side of the court to the other as the ball moves and keep their relative positions.

The men with arms outstretched balance on the balls of their feet for a quick start to intercept a pass and to cover a man should he make a fast-break for an open spot. An experienced player can nearly always tell toward which spot his man will break. Each defensive player covers his man to the edge of his own zone, where he turns him over to the player whose zone he enters. The players should always call to team mates when a player is uncovered.

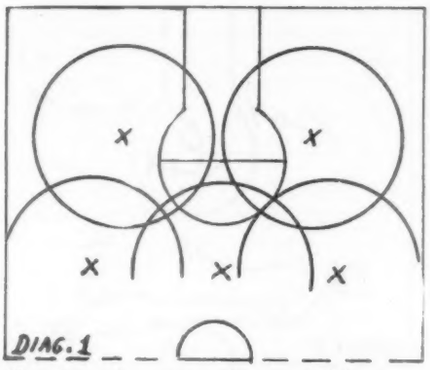
Under this method, the defensive players keep about their same relative positions on the court and they do not easily get "crossed up" by the defense. Block and pivot plays are of little use against this defense. When a player intercepts or recovers the ball, he immediately passes to a forward or center, and the fast-break is started immediately. The other defensive men can nearly always tell when the ball will be recovered by one of their own men and should place themselves in such a position that one can receive a quick pass and immediately start the fast-break. If the center or a forward should get the ball deep in defensive territory, a guard should take a forward position to start the offense.

If two men go in on one side of the floor, the guard should take the first man and the forward the second, leaving the center and other forward to work the forward line of defense.

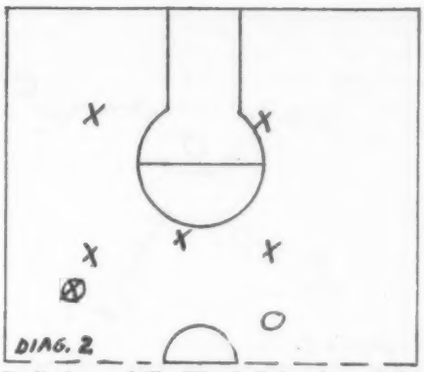
The weakest point of the zone defense is in the center around the foul line. There are two ways of protecting this spot. One is to play the center as a forward and let one of the forwards protect this zone. If the offense tries to pass in from either side, the opposite forward moves to protect this zone. If the ball is successfully passed in, the center drops back to cover the player coming in. Should an offensive player try to pass from the center of the floor, one forward should play slightly in front of him and the other slightly to one side.

Another method widely used when playing against a team good at working plays with a pivot man is to drop the center back at once to cover the pivot man while the forwards cover the front of the defense. This is the two-one-two line-up. It is well to practice both methods and use the one which works the better. Much depends upon the material.

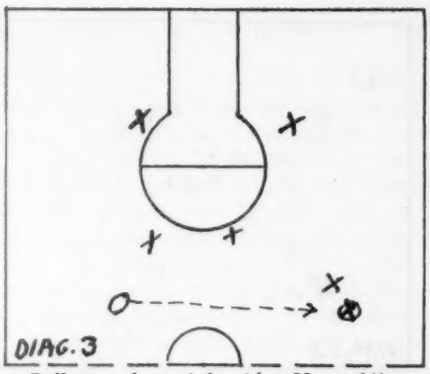
This method of defense combines the advantages of both the zone and the man-to-man defense and overcomes many of the disadvantages of both. If worked properly, it will eliminate offensive pivot plays and "crossing up" of the defense. It will reduce the effectiveness of blocking plays. At the same time your own men are in position to start a fast-break, with your forwards and center as the leading men of the attack. This allows the guards to work close under the basket on defense.



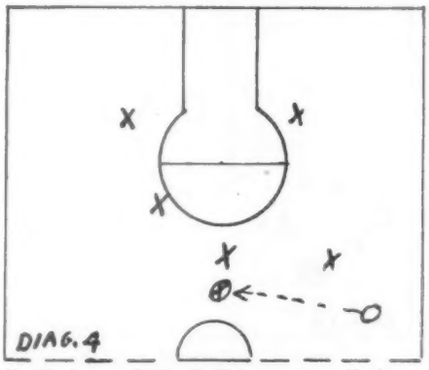
Showing the approximate positions to which the men first drop back on defense; also the approximate theoretical zones each man covers. In actual play, the zones may at times overlap more than the circles show.



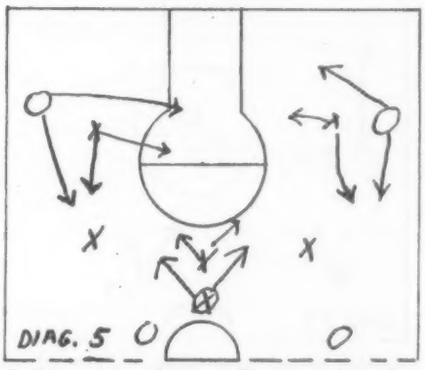
Preliminary drill. The ball has been dribbled down the left side of the floor. The defensive right forward advances a little to meet it. The center and left forward shift to that side.



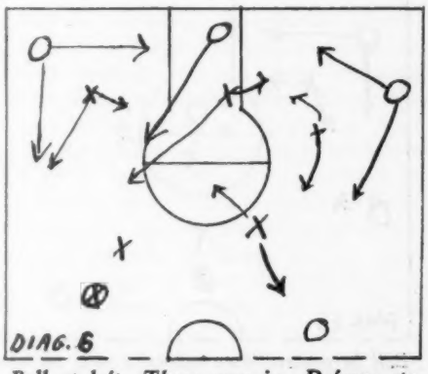
Ball passed to right side. Note shift.



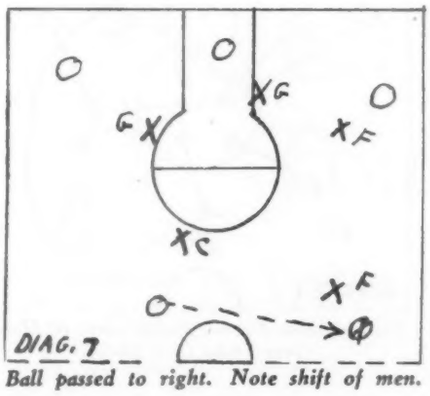
Preliminary drill. Ball in center. Defense comes in at sides.



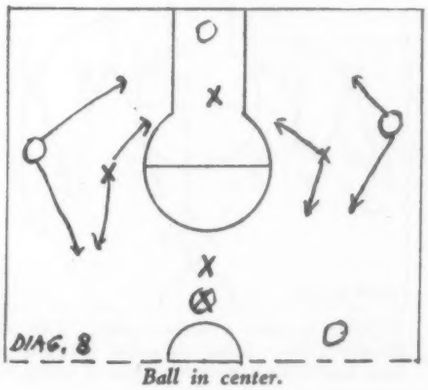
Ball in center of court. Two men in, taken by guards. If these two men had come in on the same side, the guard and forward would have taken them until one had passed to another zone. Arrows show direction of possible movement.



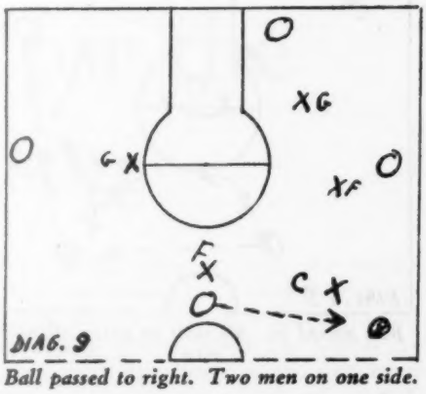
Ball at left. Three men in. Defense stationed so as to intercept passes.



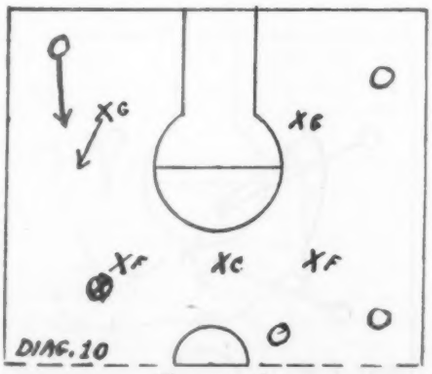
Ball passed to right. Note shift of men.



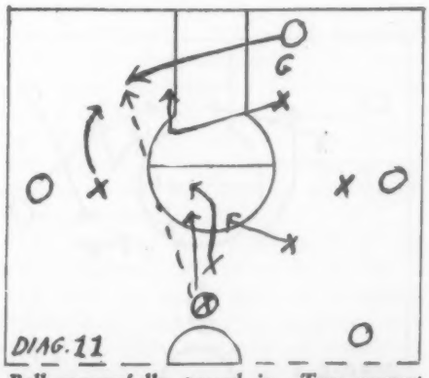
Ball in center.



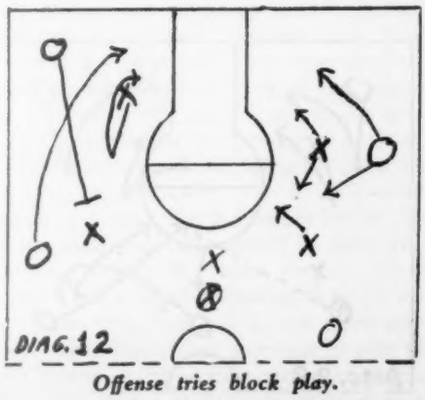
Ball passed to right. Two men on one side.



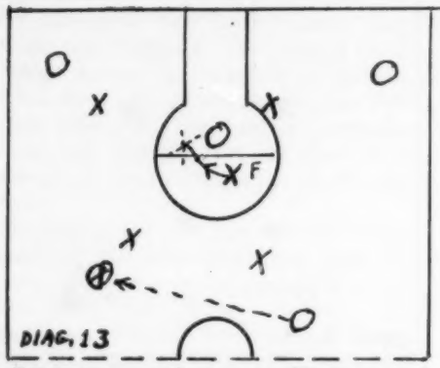
Two men in.



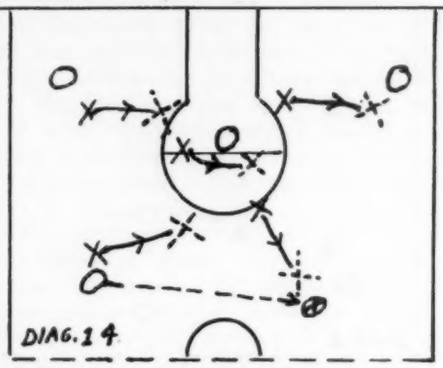
Ball successfully passed in. Two nearest men smother receiver. Others cover nearest men.



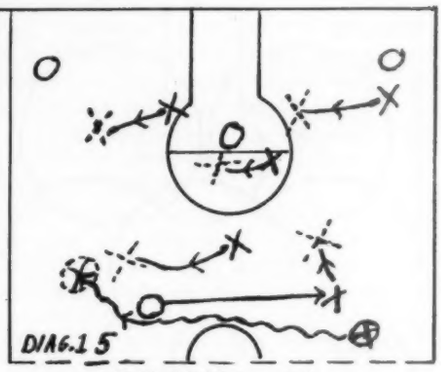
Offense tries block play.



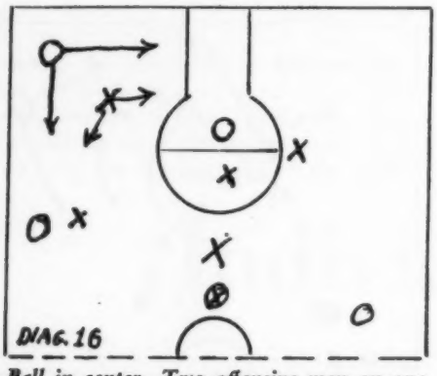
Opponents use pivot man. He is covered by forward.



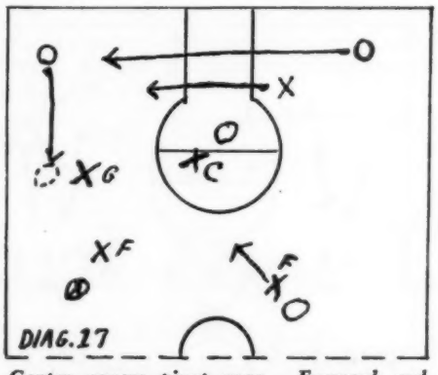
Ball passed to right. Note shift of man covering pivot man.



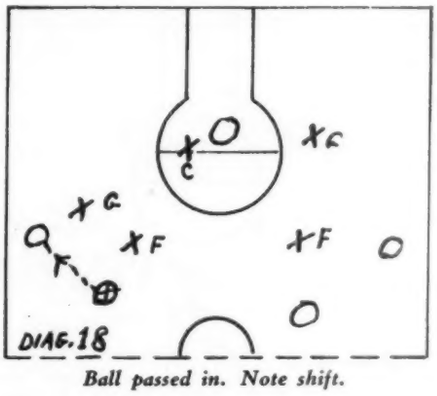
Ball dribbled to left.



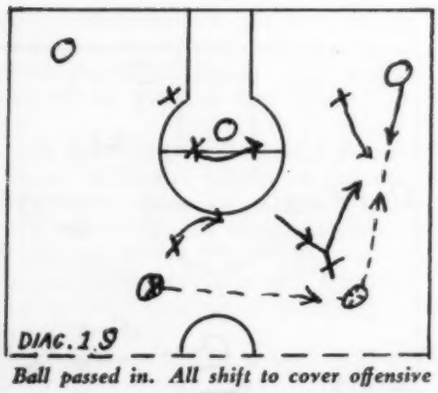
Ball in center. Two offensive men on one side.



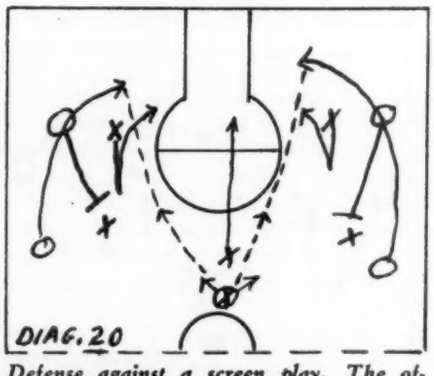
Center covers pivot man. Forward and guard engaged; so opposite guard follows offensive man across.



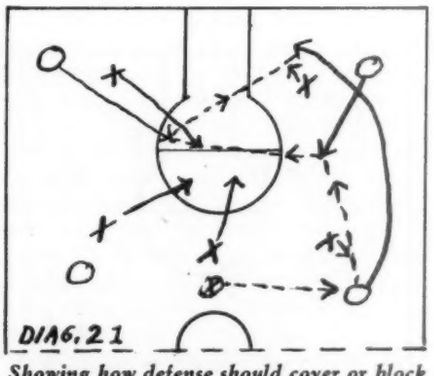
Ball passed in. Note shift.



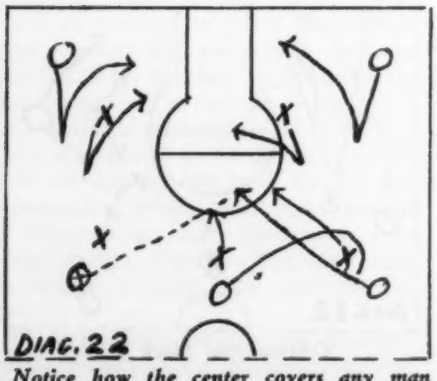
Ball passed in. All shift to cover offensive men.



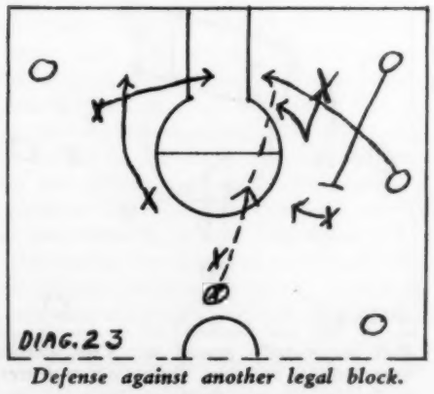
Defense against a screen play. The offensive center feints to each forward in turn and tries a pass to a guard going in.



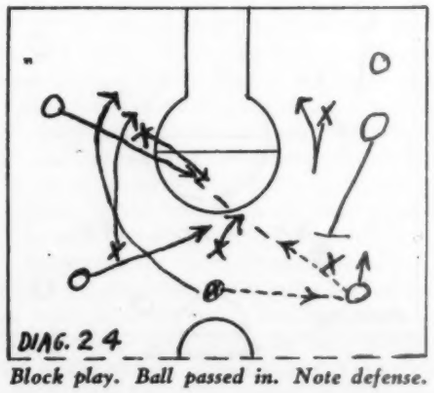
Showing how defense should cover or block every pass in a play.



Notice how the center covers any man going into the center of the court.



Defense against another legal block.



Block play. Ball passed in. Note defense.

Most teams try to beat the zone defense by long shots and follow-ins. However, if the twenty-foot zone is positively covered and any man posing for a long shot is rushed, the opponents are seldom dangerous.

See the diagrams for the handling of this defense under different situations. In the three-two line-up the zones of the forwards and center overlap. The man on whose part of the floor the ball advances toward the defense moves up a little to meet it. (See Diagram 2.) If an offensive player advances the ball down the left side of the floor, the right forward should meet him. If he dribbles over to the center of the court, and the center is playing back protecting the center line zone, the forward should cover him until he is taken by the center or the other forward.

How to Teach the Zone Defense

THE success of this defense depends upon split vision, fast starting and stopping, fast shifting, playing the ball while keeping in correct position to cover defensive men, and anticipating the movements the opponents are going to make.

The men should be thoroughly drilled in the principles of individual defense by practice drills, tip-off plays from center and out-of-bound plays at the same time they are learning the zone defense.

In starting the zone defense, first, give the men a drill to develop split vision. Mark off the court with a chalk line into approximately thirty-foot squares. Divide the men in groups of three. Give the first man the ball and have him remain stationary outside the square. After the players have practiced with this man stationary for a time, let him dribble for a position. The second man is placed inside the square to act as a defensive player. The third acts as an offensive man trying to get in position to receive a pass from the man outside. The defensive man guards his man without taking his eyes off the man with the ball except for fleeting glances at his offensive man. Have the men rotate their positions every five minutes.

After having explained the principles of zone defense with illustrations on the blackboard, place one team on the defense with the men in their correct positions. Station two guards outside of the defense and have them pass and dribble the ball back and forth. As the ball is passed and dribbled from side to side, the defensive players should follow the ball, shifting in unison.

When the defensive players have mastered this drill, send a third man into the defense. First, he should act as a pivot man and then, placing himself around the side, try to break for an open spot to receive a pass from the guards. When the defense is able to cover this man in all positions, send in a second man and finally a third. Have the men place themselves in different positions on defense and break for openings to receive passes from the guards.

At first, after starting two full teams, when the ball is intercepted, goes out of bounds, is held, or if a shot for the goal is missed, blow the whistle and start over. Alternate the positions of the two teams between offense and defense. Let the offense try different plays through the defense. Diagram different types of offensive plays on the blackboard and show how the defense should play to stop them. Then have these plays tried out on the floor. After about two weeks of thirty minutes daily drill, the men should have a good understanding of the working of this defense. During this time the offensive team should be practicing the plays it will use.

Now, if you use a fast-breaking offense, instead of blowing the whistle when the ball is stopped and starting over, have the defensive men, when they recover the ball, start a fast-break down the floor while the former offensive team practices fast-break defense, trying to get back in defensive position ahead of the ball. If the players of the team which recovers the ball fail in their fast-break offense, they should attempt to work the ball through with a delayed offense attack. They should pass the ball back to a trailing guard. This simulates actual game conditions. This practice should constitute the drill after the teams have learned their offensive plays and understand the principles of the defense.

Preparing the Team for the Tournament Season

Suggestions on Tournament Play

By Roger M. Dooley

Thief River Falls, Minnesota, High School

WHY do some tournament teams look stronger as the tournament progresses and others look stale and tired? This is partly because of the pre-tournament program.

We try to shorten or eliminate entirely several practice periods just before the tournament. We plan to arrive at the place of the tournament one day ahead of our first scheduled game. If possible, we arrange a short practice period, mainly to acquaint the boys with the layout of the gym and dressing rooms.

Because more energy is used during a tournament than in a single weekly game, the boys must have more than the ordinary amount of food. During the season as well as during a tournament, we advise our boys to eat after the games. If the game is not played too late, the after-game meal may be a regular one. We plan to be resting in our rooms by two hours after this meal.

We believe that the eating schedule which the coach determines for his team is of great importance. Obviously the teams should not eat a regular dinner one hour before game time, with ice cream sodas thrown in for good measure. An instance of this was seen by the writer at a recent tournament.

The meal just before the game is the most important. All of us have seen a coach and his squad go into a dining room at 5:30, expecting to be served immediately. This team has a game at 8:30 and should have been eating at 5:30. The players do not care to eat the regular dinner; so they give special orders. Other teams come in, order the regular dinner and consequently have their orders served first, as the cook will always serve the regular orders before the special orders. Then the coach of the first team gets excited, and the players get excited. The players are keyed up three hours before the game, and by game time they have little energy left. Consequently they play an excited game. All of this might be averted if the coach puts in his special order at noon to be served at 5:30.

In regard to rest—if the game is in the evening we generally take a walk after lunch at noon. The two hours before the game meal the boys spend in their pajamas, resting in their rooms. They sleep if they wish; otherwise they lie relaxed on their beds. I do not allow any boys other than team members in any of the rooms. After eating our before-game meal, we take a short walk, staying in a group. This is the danger period. We do

not let any team followers give tips in regard to the other team. Suggestions should come through the coach. This period between the meal and the game may well be used in listening to the radio. We do not allow boys to sleep between meal and game. Arrangements should be made with the hotel authorities that all telephone calls coming into the rooms should first be approved by the coach. Several teams at recent tournaments have been bothered by gamblers calling up at early hours in the morning to disturb the sleep of the team which they have bet against.

Going to a show in the morning when we have a game in the evening is all right. A show in the evening with a game in the afternoon is not detrimental, provided the show is not of the Wild West or other exciting variety. We do not approve of going to a movie in the afternoon when we have an evening game.

The watching of tournament games by the players we cut to a minimum.

We allow no friends of the team in the dressing room. Talking is prohibited in the dressing room between halves. Relaxation is the order.

We have never found it effective to tell a team to start a game slowly and gradually speed up. In fact, we have lost or almost lost several games by this method. A team is more easily slowed down than speeded up.

We have found it beneficial to use both a man-to-man and a zone defense. Against easy teams, or when we get a comfortable lead, we play a zone defense and conserve our strength. On our offense we use blocking plays only until we have gained a considerable lead. If we are behind, our captain is instructed to make some slight change in our offense or defense, whichever the team considers is at fault. This practice I have found to be effective in keeping up the morale of the team.

Handling the Team During a Tournament

By Leslie E. Beck

Yonkers, New York, High School

THE time is near at hand when many county, sectional and state basketball tournaments will be inaugurated. By now the strongest teams have manifested their superiority in their respective leagues, and it remains only for time to decide the final issue.

Since basketball has such a long season, it is almost inevitable that every team will experience a slump at some time, even though every precaution has been taken. It is then the duty of the coach to avoid this pitfall insofar as is possible and to restore normalcy as rapidly as may be done.

Just what causes these periodic letdowns known as slumps? Some coaches cover the situation by one word, "stale." Staleness is rather an indefinite explanation; so the coach must not be deluded into believing that he can do nothing about it. If a coach simply throws up his hands and says to his squad, "You fellows are stale!" he will probably be tossing the verbal bomb which will wreck the team. The boys react to the coach's attitude, and if there is one man who must keep his head up it is the coach. The remedy for preventing or overcoming staleness is a day of complete rest now and then with no practice, much shorter practice sessions with no scrimmage, and plenty of good humor. The coach should take on a smile and allow a little horseplay or clowning.

During this let-down period, oftentimes a few of the substitutes will "go great guns." It is not at all uncommon to see these youngsters play inspired basketball. Enthusiasm with plenty of energy oftentimes makes up for a lack of technique.

If it is at all possible during this let-down period, the regular quintet should be spared on every occasion. Soon the "old gang" will be uneasy on the bench, and from a lackadaisical attitude there will be seen a complete change. The game will again have its challenge, and the shrill whistle will again be like the siren's call. The coach will smile and say, "They look great tonight!"

If we assume that your team has overcome the many vicissitudes of the regular season and won their right to enter a state tournament, it seems only fair to the boys and to the school that every consideration should be taken to assure their success insofar as is possible. If you wish to have your team represent your school in any tournament, it is rational that no stone should be left unturned which might ultimately facilitate victory. To be sure, only one team can emerge with the championship, but, win or lose, your primary objective should be to give the boys every practical, sane opportunity.

Nothing should be left to chance; the boys should be safeguarded from eventualities which might minimize the attainment of their goal. Hangers-on, those unbearable leeches who wish to bask in the reflected glory of the team's accomplishments, should be firmly handled. These fellows are the first to squawk in case of defeat. They are the boys who bet two dollars on a game and tell the players they must win it for them. Supporters such as these have cost many a team victory.

The team should miss as little school as possible. At Yonkers High we have never missed more than a day or two. By leaving home one day in advance of the tournament, the coach will find ample time to attend to all details and give his boys sufficient relaxation. Train and hotel accommodations should be secured far enough in advance to eliminate all confusion. Equipment should be thoroughly checked before departure. In fact, the old Boy Scout slogan, "Be Prepared," is one which should be rigidly followed.

Our team has always taken parlor car chairs both to and from the tournament, and this treat has made the ride most enjoyable. On the ride, I allow the boys as much freedom as is reasonable. Horseplay is taboo, as a sprained ankle or even a bruised finger may spoil the trip. Gambling is not allowed, but card games such as bridge and rummy are encouraged. A supply of books, magazines, puzzles and the like should be taken along to pass the time pleasantly.

Upon our arrival, we repair to the hotel and, after cleaning up and relaxing a bit, we go for our dinner. When I say "go" for our dinner, I mean just that. It is surprising just how hungry boys can be at such a time. One would think that each fellow proposed to hibernate and that he intended to lay in a food supply sufficient for a long time. Since we are a day away from game time, I allow the boys to eat pretty much what their fancy dictates, but with certain restrictions. For dessert, apple pie à la mode is allowed. Some coaches may disagree with me, but I believe this is a tonic. Anyway, it is allowed.

After dinner, the boys go back to the hotel and relax, or, if the meal was at the hotel, the boys simply go to the lobby and sit down. A half hour or so later, I assemble all hands, and we go for a walk. Basketball is not discussed; the conversation is kept along other channels. Upon returning to the hotel, all boys go to their rooms. Here I want to stress the advisability of not having too many boys together. Four boys per room are two too many. At nine-thirty in the evening lights go out, and all turn in save one, the coach. I make my nocturnal prowlings every fifteen minutes outside the various rooms to ascertain the conditions within. The boys have been told that breakfast will be served at ten and that nobody is to leave his room without instructions.

At nine-thirty the next morning, all are aroused. Ten o'clock finds a ravenous group of bright-eyed boys "r'aring" to eat. This meal is breakfast, but appetites are those of banqueteers. This is our big meal; bacon and eggs "get a strong play."

The inner boy having been satisfied, all relax. Later we go for a brisk walk. Perhaps a movie follows. At any rate, save for the walk, the boys keep off their feet. Dinner is eaten at four-thirty. Small steaks, tea and toast are eaten. At five-thirty, all array themselves in their sleeping garments and, with rooms darkened and windows raised, old man Morpheus is again "given a play." At six-thirty, all are awakened and preparations are made for the trip to the gym. Taxi cabs are used, but before going to the gym, all go outdoors for a few minutes.

At the gym, game conditions are reviewed, photographers and sports writers are accommodated and then intense game concentration is gained. The business is at hand.

Between halves, after allowing the boys time for washing up and relaxing a bit, I give as best I can a few instructions and lots of encouragement. A few kind words and a final word of good cheer are given and again comes the game.

If we win, the boys take a quick shower. They are given a gentle massage, and back again to the hotel we go to follow the usual routine. If we lose, the boys are consoled and *fed.*

When the tournament ends, we break training, but all stay together. No recklessness is allowed to ruin the trip. An accident or bad company would easily spoil the whole trip. My advice is, "Be a coach, brother and father and see to it that you do your job."

We have won two successive state titles at Syracuse, and from them we have emerged stronger and better because of the wonderful treatment given us by the great university of that city.

Why the Best Team Does Not Always Win

By Edward F. Halpin

Rockhurst High School, Kansas City, Missouri

IT IS an old axiom that seldom does the best team in a tournament win it. Defeat of this supposedly best team may be brought about by various reasons. Some of these are as follows.

Staleness

Realizing that he has the best team, or one that should be among the leaders, a coach may overwork his players.

At this time of the season, the team has played through a hard schedule and should be able to rest between games with just a little basket shooting to keep in shape.

Rest and sleep are the great restorers of energy, and young players will benefit by them. Most high school teams have players which average in age from sixteen to seventeen years. These boys cannot stand a long season. I have found that one of the best things to do at this time of year is to take the squad on a hike out in the country. It helps to get their minds off the game and provides a break in practice that is always welcome.

Overconfidence

Overconfidence is the most difficult problem facing a coach when his team is winning. It undermines the morale of the team to have a long winning streak just before a tournament takes place. While no one wants to lose, a defeat will prepare the players for what is before them.

Overconfidence is one of the hardest things for a coach to beat. The fact that his team has already played some of the opponents it will be called upon to meet in the tournament is a problem. Even though players have not met a prospective opponent, they have probably seen the team play, and they never recognize that team's ability. They are always ready to underrate opponents.

A team should not be allowed to run up a high score against an opponent, because high scores will create team self-satisfaction. As soon as there is a comfortable lead, make substitutions freely, which will not only keep the score as it should be, but will give the regulars a rest for harder games. This will also make the substitutes realize that they are a part of the team and not along for a lark. Big scores are bad at any time of the season because in subsequent games, when players meet a team with a strong defense they will lose confidence in their ability to score.

Physical Weakness

If a coach is blessed with a team of tall, well-built players who are older than the average, he is indeed fortunate. Most high school players are in their adolescent years. Because they are growing, they lack the vitality to undergo a week of tournament play. In most cases they will be required to play two games in one day, which calls on reserve strength. If this reserve strength is not present, the trail back home will be a long, long one.

The players should get all the rest and sleep they can and should be made to realize that they are in the tournament for the purpose of giving their best. Fast-breaks in the game, when not necessary, will wear a team down and will handicap the players in games to follow. I have witnessed the last eight National A. A. U. Basketball tournaments here in Kansas City and have noticed that without fail the winners have slowed down and saved themselves for games to come. The Wichita Henrys are classed as a great tournament team because of their ability to keep just ahead of their opponents in their earlier games and save up energy for the time when they will need it.

Poor Strategy

Teams using a set style of play will be all right for the first few games. When they are approaching the finals, they will run up against teams which have been watching them use their set plays and which will be using a planned defense against them. If players depend entirely upon a set system for their offense and if this set system does not work against their opponents, they will lose confidence in their ability to score and will be at a loss as to what to do. There is nothing that looks more helpless than a systematized team that finds its plays broken up.

A few simple, well executed plays to keep the defense guessing, and the display of a thorough knowledge of the fundamentals of the game are enough to carry a team through.

If a team once uses a set block play which is successful, it will throw a scare into the opponents such as results when a pitcher flings his curve ball once and keeps the hitters looking for it again all afternoon. The fact that the opponents know your team has the ability to execute

(Continued on page 47)

(Left) Edward F. Halpin
Rockhurst High School, Kansas City, Mo.

(Right) Roger W. Dooley
Thief River Falls, Minn.

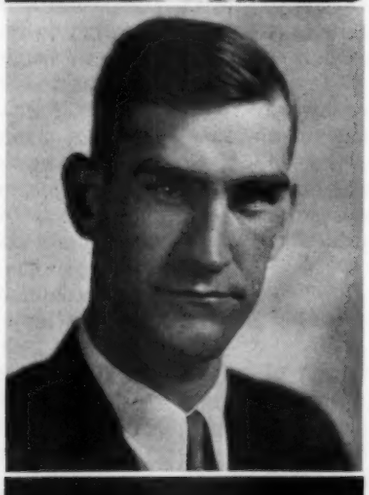
THE coaches whose articles appear here won the 1932 interscholastic tournaments in their respective states. Their methods as explained in these articles should be of interest and assistance to all coaches who contemplate entering their teams in approaching tournaments. The school mentioned below the coach's name is in each instance that which won the 1932 state basketball championship.

Helps and INTERSCHOLASTIC

by Prominent Southern and South-

W. L. Bowers
Allegheny High School
Cumberland, Md.

D. W. Aiken
High School
Kosciusko, Miss.



J. R. Van Miler
Woodrow Wilson High School
Beckley, W. Va.

Captain Leon Stevenson
Castle Heights Military Academy
Lebanon, Tenn.

Set Shots in Basketball

By W. L. Bowers

Allegheny High School, Cumberland, Maryland

MARK TWAIN once remarked concerning the weather, "Everybody talks about it, but nobody does anything about it." It would seem that, insofar as many coaches are concerned, this bit of philosophy could be paraphrased to apply to the set shot in basketball.

Many of the so-called "set shots" taken in basketball do not really belong in that category. In my opinion, any shot taken when the body is not stationary before starting the movements involved in the actual try for basket is not a set shot. If a player fails to come to a stop momentarily before shooting, and again after the ball has left his hands, I believe that the accuracy and effectiveness of his shooting will be considerably decreased.

Very often it is difficult for high school boys to make this momentary pause before and after each shot. Most boys begin to play basketball at such an early age that, when attempting to make a basket from a distance of more than fifteen feet, it is necessary for them to leave their feet or continue in the direction they are shooting in order to get sufficient power behind the ball to make it reach its objective. Also early in their experience they hear the incessant cry from team mates and spectators alike, "Follow up your shots!" until they intuitively shoot on the run and rush after the ball.

Set shots may be obtained at various times. The most common occasions are after a dribble up the floor; after a pass from a team mate who is behind or to the side; after recovery of a loose ball; and after a backward pass from a team mate who is inside the defense. The last situation gives the best and most effective shot. I believe few set shots should be taken before the ball has been passed or dribbled into the opponents' defense. The ball may then be passed quickly back to a player who has moved in as the ball has gone in, and while the defense has been drawn out of the way.

It requires teamwork to get good set shots. Players who are alert can often make openings for each other. One of the commonest and best methods of making openings is for a player to dribble in hard to the corner or toward the basket as if he were about to take a one-handed hook shot, then to stop suddenly, pivot and pass back to a team mate who has followed the dribbler for the shot. To make this play effective, the receiver of the pass should stop as the ball is caught, with hands placed properly for the shot. In the event he is covered, he can always pass to another player, or he may fake a shot and dribble in for a close-up try.

A player who hesitates and holds his follow-through momentarily will not get as many follow-up shots as the one who does not, but he will more than make up the difference in the number of baskets he throws. Furthermore, his team mates in the vicinity of the basket should sense the play and be taught to drive in hard for the follow-up. The shooter should also follow in after he pauses, as many times he will arrive in time to gather up a loose or juggled ball and find himself in excellent position for a tip pass.

There are many boys who have such fine co-ordination, balance and judge of distance that they can shoot quite accurately while moving, but most of the time the team which indulges consistently in such shooting is likely to find its path leading to a basketball

Hints on Coaching ATHLETICS

Eastern High School Coaches

grave rather than to basketball glory. Hence, the need for *doing* more about the set shot.

Balancing Offense and Defense

By Perry Wilkinson

Mt. Rainier, Maryland, High School

BASKETBALL is not played so extensively in Maryland as in many other states. Due to this fact, we do not come into contact with many different types of offenses and defenses. For example, Prince George's County, bordering on the District of Columbia, has eleven high schools, but only three of these schools present teams to participate in the annual basketball tournament for county high schools sponsored by the Playground Athletic League located in Baltimore. A somewhat similar situation prevails throughout Maryland.

Is there any surprise then when I write that we coaches come into contact with only two types of defenses: the man-for-man (in which an offensive player is never followed beyond the center of the floor) and the shifting zone? The shifting zone is used only occasionally. This type of defense usually employs a fast-break, although the man-for-man defense uses it to advantage if the offense sends three men in. Why do most coaches through here use a man-for-man defense? I believe the reason is that it is more easily taught and is used to better advantage against all types of offenses by boys of high school age.

A spreading offense is used through this section of Maryland with three men in and two out. The center, if he can handle the ball cleverly, has always in the past taken the pivot position, and still does to a certain extent. Because of the new three-second rule it is not unusual to find the right forward and center employing a "double pivot," each standing about six inches on either side of the free throw lane and from three to five yards in front of the basket. This formation gives a variety of plays that do not have to be set plays. A short passing attack and even a "handing attack" may be used to advantage against a zone or man-for-man defense.

As a young coach, I have no right to criticize those who are "in the know," but may I add, just by way of suggestion, that the Rules Committee take into consideration a "balance of power" in basketball. The defense now has a decided advantage over the offense.

A few nights ago the writer had the privilege of watching a basketball game that ended with the score 14 to 9. The winning team had five men who had played together for three years. The losing team was playing basketball for the first time. The offense of the losing players could be termed terrible, as they made only one field goal. Their dribbling, passing and shooting were poor. Their massed defense did not move from under their basket. Their man-to-man defense, in which they never followed an opposing player over five yards beyond the free throw line, held a smooth working, short passing attack in check. Perhaps one might ask "Why didn't the winning team attempt long shots?" A team is not supposed to have "hot fingers" all the time.

Should a double dribble be allowed against a set formation? Should the defense be made to spread so as to be a certain distance from the basket? These and many other questions are merely suggestions, but at least they offer something to think about if the

James H. Weaver
Oak Ridge Military Institute
Oak Ridge, N. C.

Perry O. Wilkinson
High School
Mt. Rainier, Md.

L. W. Dick, Jr.
Woodberry Forest School
Woodberry Forest, Virginia.

C. J. O'Connor
Boys' Latin School
Baltimore, Md.

public is to get a free scoring game.

Box Lacrosse as an Intramural Sport

By C. J. O'Connor
Boys' Latin School, Baltimore, Maryland

SELECTING an adequate intramural sport has presented a problem to some athletic directors. Football is the only fall sport universally popular. Football deserves a place on the intramural program, but it is often impossible to train and equip in adequate manner a large number of teams. A number of substitutes have been suggested for football on the intramural schedule. These include soccer, touch or tag football and speedball. These games have met the demand for a fall intramural sport in many schools.

At the Boys' Latin School, we have found touch football to be very popular, but the lack of a uniform code of rules makes it a difficult game to officiate. Soccer, the popularity of which varies with the locality and nationality of the students, appeals very little to our type of boys. Speedball also fails to appeal.

Last fall, box lacrosse was placed on our intramural program. The game is a modified form of the lacrosse as played in the colleges and high schools in the East. The idea of a short field and the six-man team was taken from the professional lacrosse teams. The professional teams play on a field about seventy yards by forty yards, enclosed by a cage or box; hence the name box lacrosse. We did not use a cage.

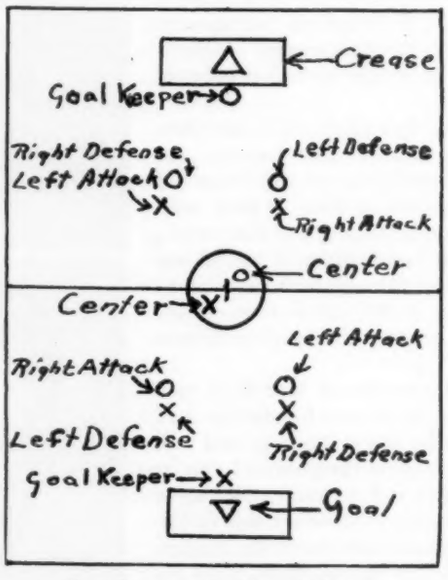
We have never had any intramural sport appeal to the boys as much as does box lacrosse. As a game it has great possibilities. Because of the small amount of equipment and space required to play the game, it may be modified to meet any conditions. Its aims may be twofold. It may be used as an intramural sport only or to develop stickwork (handling of the crosse) for varsity competition.

Our school is in the city, and our athletic field is located some distance away. We have a small yard behind our school. This proved to be an ideal place for box lacrosse. The field of play was forty yards by thirty yards. The official lacrosse ball, a ball made of hard live rubber, smaller than a baseball, was used.

The diagram shows the field and the position and name of players at the face-off.

The field is divided in two equal parts by a center line. A center circle, known as the facing circle, is marked off with a radius of three feet. The goals, which are similar to ice hockey goals, are generally made of iron framework six feet square, with nets of pyramidal shape fastened to them. We used the uprights of two outside basketball backboards and fastened our nets to them. The nets were taken down when we wished to use the baskets. Areas eighteen feet by twelve feet, known as the "crease" are marked around the goals. This zone is sacred to the goalkeeper. No player of the opposing team is permitted within these lines. If any opposing player is within the crease when a goal is shot, the goal does not count. The goal keeper is then given a free throw.

Play is started by the "draw" of the centers in the facing circle. The "draw" is executed by placing the ball between the backs of the sticks of the opposing players. At the sound of the referee's whistle, the sticks are drawn apart, each center endeavoring to direct the ball toward one of his team mates. The two opposing centers alone are permitted within the area of the facing circle until the ball has passed out of the circle. If a player enters the facing circle, the ball is given to the offended team, near the circle. The team securing the ball at the draw attempts to carry or pass it toward the



Box Lacrosse Field and Players

opponent's goal. The ball is carried in the stick. If the ball catches in the netting of the crosse, the crosse is immediately struck on the ground to dislodge it. The object of the game is to work the ball into the offensive sector and shoot it past the goalkeeper. Each goal counts one point.

The fouls fall into two general types, technical and personal; the technical fouls are divided into two classes.

TECHNICAL FOULS—CLASS A

1. Touching the ball with the hand.
2. Throwing the stick at the ball.
3. Moving from position after the whistle.
4. Arguing with official.
5. Stalling.
6. Violating the "off-side" rule. There must be at all times one player of each team, not counting the goalkeeper, on any one side of the center line. Official lacrosse requires three men.

Penalty — Free throw to the offended team. Official lacrosse adds "or suspension of the offending player for one minute." We gave only the free throw because of the short playing periods.

TECHNICAL FOULS—CLASS B

1. Holding an opponent's stick.
2. Holding or pushing.
3. Interfering with goalkeeper.
4. Shouldering or checking from behind.
5. Tripping.
6. Pushing or thrusting with the stick.

Penalty—Suspension of offending player for from one to two minutes. Suspension for from one to five minutes is the penalty in official lacrosse.

PERSONAL FOULS

1. "Crosse checking"—checking so that the opposing player is caught against the stick held firmly in both hands.
2. Deliberately striking a player with stick, hand or fist, or otherwise.

Penalty—Suspension for the remainder of the game, substitution being allowed after two minutes. In the official game substitution is allowed after ten minutes.

Because of the short field, the players in our school were required to advance the ball to the attacking half of the field before shooting at the goal.

The Boys' Latin School Intramural Box Lacrosse League was conducted in the following manner. Six boys were chosen captains. These boys picked the players from a list of boys who desired to play. The captains coached their teams, held their own practices and, in some cases, worked out systems of play. These systems fell into one of two styles: the fast breaking offense with the pass and cut plays or the set attack with block and brush-off plays. The delayed offense featured the goalkeeper who moves up to the center line (but not over) and feeds the ball to the other players as they work the block or brush-off plays. The teams were named after the former Boys' Latin lacrosse stars. The league consisted of six teams, playing a single round-robin. The game was divided into halves of six to eight minutes each. This time proved ideal for intramural contests. Plenty of scoring and constant action made the game very interesting. It is possible to conduct three games in less than an hour.

The league helped the boys to see the coach's viewpoint on many problems. They had to face the problems of late and "detained" players. Their ability to lead was well tested. The boys carried away from the lacrosse field something which they will carry on into adult life, leadership and consideration for the "other fellow." These points alone are sufficient justification for any sport.

(Continued on page 38)

The College Track and Field Honor Roll

By John L. Griffith

Athletes representing seventy colleges are included in the N. C. A. A. Honor Roll for 1932

THE selection of honorary teams in most sports is at best carried on under difficulties. All-star teams in such games as football, basketball and hockey are often lacking in validity. No one individual can see all the outstanding players of the country in action, and even teams chosen with the help of assistants are open to criticism because of the great variation in human judgment. The jury system of selecting honorary teams is open to the same criticism.

Honorary selections in track and field are less subject to human error. The watch and the tape are the determining factors. Differences in the condition of the track and the weather still exist, but, in the National Collegiate Athletic Association Honor Roll, allowances are made even for these by permitting records to stand only when they have been established under certain rules and standards. The 1932 N. C. A. A. Track and Field Honor Roll is prefaced by the following paragraph:

"In preparing the Honor Roll for 1932, the Committee has accepted only records made under proper conditions. The Honor Roll includes only performances by eligible college men representing their institutions in the season of 1932 and competing under rules and standards recommended by the N.C.A.A. Indoor performances in the distance runs are listed separately."

As was to be expected in an Olympic year, the 1932 season was unusually successful in both track and field. New marks were established by undergraduates in intercollegiate competition in nine of the sixteen individual events on the regular N.C.A.A. program. These do not take into account records made by college men in Olympic and other non-collegiate competition.

Over half of these new records, five, were set at the brilliant N.C.A.A. Meet at Chicago on June 11, 1932. At this event new marks were established by Ralph Metcalfe of Marquette in the 220-yard dash, Glenn Cunningham of Kansas in the mile, George Saling of Iowa in the high hurdles, Jack Keller of Ohio State in the low hurdles and Hugh Rhea of Nebraska in the shot put. The I.C.A.A.A.A. Meet held at Berkeley, California, July 2, 1932, ranks second in the number of records broken. At this meet two new records were established: by William A. Carr of Pennsylvania in the quarter mile and by Ben Eastman of Stanford in the half mile.

At the Central Intercollegiate Meet a new record in the high jump was established by Bert Nelson of Butler, and at the Drake Relays a new mark in the two-mile was set by H. A. Brocksmith, Indiana.

The Colleges Represented in the 1932 Honor Roll

Abilene Christian College
Albion College
Amarillo Junior College
University of Arizona
Bates College
Bowdoin College
Bradley Polytechnic Institute
Brown University
Butler University
University of California
University of California at Los Angeles
Carleton College
University of Chicago
Colby College
Colgate University
Columbia University
Cornell University
Dartmouth College
College of the City of Detroit
Elmhurst College
Fordham University
Fresno State Teachers College
Geneva College
University of Georgia
Hampton Institute
Harvard University
College of the Holy Cross
Illinois State Normal University
University of Illinois
Indiana University
Iowa State College
University of Iowa
Kansas State College
University of Kansas
Louisiana State University
Loyola of the South
Marquette University
Miami University
Michigan Normal College
Michigan State College
University of Michigan
University of Minnesota
University of Mississippi
University of Nebraska
New York University
University of North Carolina
University of Notre Dame
Ohio State University
University of Oklahoma
Penn College
Pennsylvania State College
University of Pennsylvania
Princeton University
Purdue University
Rice Institute
University of San Francisco
University of Southern California
Southern Methodist University
Stanford University
Texas A. & M. College
Texas Christian University
University of Texas
Tulane University
United States Naval Academy
University of Utah
Western State Teachers College (Michigan)
University of West Virginia
University of Wisconsin
Yale University
International Y. M. C. A. College (Springfield)

Athletes from seventy different colleges are listed in the 1932 Honor Roll. In each of the previous two years, sixty-six colleges were represented. The increase is due in part to inclusion of Olympic events and races at Olympic distances, which have hitherto been omitted.

The University of Southern California leads all other institutions on the Honor Roll with seventeen athletes representing it in individual track and field events. The names of several of these appear in more than one event. Yale and Stanford follow Southern California with eight men each. Indiana University is next with five. A number of universities or colleges placed four men.

All parts of the country are represented on the Honor Roll. If the United States were divided roughly into six parts, it would be found that the Central section leads with fifty-two athletes from twenty-seven colleges. The Northeastern section is second with thirty-seven athletes from nineteen colleges. The Far West has thirty-three athletes, although only seven colleges from this district are represented.

The large institutions have no monopoly upon the outstanding athletes of the country. Among the leaders from the smaller colleges and universities are the sprinters, Ralph Metcalfe of Marquette University, James A. Johnson of Illinois Normal, Raymond Burns of Butler, and Harold Wright of Utah; the distance runners, Ray Swartz of Western State Teachers (Michigan), Donald Macrae of Carleton, and Charles Shugert of Miami; the high jumpers, Bert Nelson of Butler, Walter Marty of Fresno State Teachers, Worth Watkins of Abilene Christian, and Howard Spencer of Geneva; the broad jumpers, Lambert Redd of Bradley Tech,

COLLEGIATE HONOR ROLL

100-YARD DASH

Ralph Metcalfe (Marquette)	9.5s	National Collegiate.
Robert A. Kiesel (California)	9.5s	California Intercollegiate.
Frank Wykoff (So. California)	9.6s	U. S. C. vs. Occidental.
Don J. Bennett (Ohio State)	9.6s	Ohio State vs. Michigan.
James A. Johnson (Illinois Nor.)	9.6s	Illinois Intercollegiate.
G. L. Smutny (Nebraska)	9.7s	Big Six Conference.
Walden Smith (Amarillo Jr. Coll.)	9.7s	State Jr. Coll. Conference.
Leslie I. Hables (Stanford)	9.7s	Stanford vs. Olympic Club.
Richard L. Lacey (Colgate)	9.7s	Colgate vs. Brown.

100-METER DASH

Ralph Metcalfe (Marquette)	10.2s	National Collegiate.
Frank Wykoff (So. California)	10.4s	Olympic Tryouts (Los Angeles).

220-YARD DASH

Ralph Metcalfe (Marquette)	20 5s	National Collegiate.
Haskett H. Derby (Princeton)	21.0s	Princeton vs. Yale.
James A. Johnson (Illinois Nor.)	21.1s	National Collegiate (Trial).
Robert A. Kiesel (California)	21.1s	Stanford vs. California.
Raymond Burns (Butler)	21.1s	Indiana Little State.
Harold Wright (Utah)	21.1s	Rocky Mountain Conf. (Trial).
Frank Wykoff (So. California)	21.2s	So. California vs. Stanford.
H. A. Hellmich (Illinois)	21.2s	Michigan vs. Illinois.
Ed Meyer (Texas)	21.2s	Texas vs. Abilene Christian.
Jack Burnett (Mississippi)	21.2s	Mississippi vs. Alabama.

200-METER RUN

Ralph Metcalfe (Marquette)	20.3s	National Collegiate.
James A. Johnson (Illinois Nor.)	21.3s	Olympic Semi-final (Evanston).
John J Waybright (Navy)	21.3s	Olympic Semi-final (Boston).

440-YARD RUN

Ben Eastman (Stanford)	46.4s	Stanford vs. Los Angeles A. C.
William A. Carr (Pennsylvania)	47.0s	I. C. A. A. A. A.
Alex Wilson (Notre Dame)	48.3s	National Collegiate.
Edwin F. Russell (Michigan)	48.4s	Western Conference.
Ed. Ablowich (So. California)	48.5s	I C. A. A. A. A. (Trial).
Roger Keast (Michigan State)	48.6s	National Collegiate (Trial).
Karl D. Warner (Yale)	48.6s	Yale vs. Princeton.
Haskett H. Derby (Princeton)	48.6s	Princeton vs. Harvard.
R. P. Ostergard (Nebraska)	48.8s	Big Six Conference.
Arnold G. Adams (Bates)	48.8s	New England Intercollegiate.
Alex Cox (Texas)	48.8s	Southwest Conference.

400-METER RUN

William A. Carr (Pennsylvania)	46.2s	Olympic Games.
Karl D. Warner (Yale)	47.6s	Olympic Semi-final (Boston).
Ivan Fuqua (Indiana)	48.0s	National Collegiate.
Ed. Ablowich (So. California)	48.0s	Olympic Tryouts (Los Angeles).

880-YARD RUN

Ben Eastman (Stanford)	1:50.9	Pacific Coast A.A.U.
N. Penrose Hallowell (Harvard)	1:52.6	Harvard vs. Yale.
Charles C. Hornbostel (Indiana)	1:53.5	National Collegiate.
Glenn Cunningham (Kansas)	1:53.5	Big Six Conference.
Adolph Schiller (Texas)	1:55.4	Southwest Conference.
William McGeagh (So. California)	1:55.7	U.S.C. vs. Olympic Club.
Ward Hardman (Navy)	1:55.8	Navy vs. William and Mary.
Wayland F. Dunaway (Penn State)	1:55.8	Penn State vs. North Carolina.
Earl Labertew (Iowa State)	1:56.0	Iowa Collegiate.
George Adams (Texas)	1:56.0	Southwest Conference.

800-METER RUN

Charles C. Hornbostel (Indiana)	1:52.4	Olympic Games (Trial).

ONE-MILE RUN

Glenn Cunningham (Kansas)	4:11.1	National Collegiate.
J. R. Mangan (Cornell)	4:14.8	I.C.A.A.A.A.
Ward Hardman (Navy)	4:16.4	Navy vs. Ohio State.
Ray Swarts (Western State Teachers)	4:18.6	Central Intercollegiate.
Cliff Halstead (So. California)	4:19.9	California Intercollegiate.
Donald Macrae (Carleton)	4:19.9	Carleton vs. Grinnell.
Lyle Chapman (Iowa State)	4:21.0	Iowa Collegiate A.A.
Henry A. Brocksmith (Indiana)	4:21.1	Western Conference.
James A. O'Connor (Michigan Nor.)	4:21.2	Michigan State Intercollegiate

1500-METER RUN

N. Penrose Hallowell (Harvard)	3:52.7	Olympic Final Tryouts.
Glenn Cunningham (Kansas)	3:53.1	National Collegiate.
Henry A. Brocksmith (Indiana)	3:57.2	Olympic Final Tryouts (Trial).

TWO-MILE RUN

Henry A. Brocksmith (Indiana)	9:13.6	Drake Relays.
Charles Shugert (Miami)	9:16.7	National Collegiate.
Joseph P. McCluskey (Fordham)	9:22.2	I.C.A.A.A.A.
John Currell (Minnesota)	9:23.0	Minnesota vs. Wisconsin
Ward Hardman (Navy)	9:28.8	Navy vs. Maryland.
Arthur Foote 2d (Harvard)	9:34.0	Harvard vs. Yale.
William R. Bonthron (Princeton)	9:36.8	Princeton vs. Yale.
George H. Barker (N.Y.U.)	9:38.8	N.Y.U. vs. Columbia.
L. Friche (Illinois Nor.)	9:40.0	Central Intercollegiate.

120-YARD HURDLES

George Saling (Iowa)	14.1s	National Collegiate.
James Payne (So. California)	14.5s	Olympic Tryouts (Los Angeles).
Charles Scheifley (Minnesota)	14.7s	National Collegiate (Trial).
A. R. Flick (Kansas)	14.7s	Big Six Conference.
Edw. Welsh (So. California)	14.7s	U.S.C. vs. Stanford.
Jack Keller (Ohio State)	14.8s	Penn Relays.
Joseph Bills (So. California)	14.8s	U.S.C. vs. Olympic Club.
Charles Casper (Texas Christian)	14.9s	Texas Christian vs. So. Methodist.
A. W. Meier (Stanford)	14.9s	Olympic Club-S.F.U.-Stanford.
Edwin Bath (Michigan State)	15.0s	Michigan State vs. Notre Dame.
Eugene Record (Harvard)	15.0s	I.C.A.A.A.A.
Jay Westcott (Michigan Nor.)	15.0s	Michigan Nor. vs. Chicago.
Ed Roden (Wisconsin)	15.0s	Wisconsin vs. Marquette.
C. Mears (Miami)	15.0s	Miami vs. Ohio Wesleyan.

110-METER HURDLES

George Saling (Iowa)	14.2s	National Collegiate.
Jack Keller (Ohio State)	14.4s	Olympic Final Tryouts.

220-YARD HURDLES

Jack Keller (Ohio State)	22.7s	National Collegiate.
George Saling (Iowa)	23.1s	National Collegiate (Trial).
Charles Casper (Texas Christian)	23.2s	Southwest Conference.
H. A. Lambertus (Nebraska)	23.4s	Big Six Conference.
John W. Brooks (Chicago)	23.4s	Quadrangular Meet.
A. R. Flick (Kansas)	23.4s	Kansas vs. Missouri.
Norman Paul (So. California)	23.5s	U.S.C. vs. Stanford.
Charles E. Scarlett (Princeton)	23.6s	Princeton vs. Yale.
Clyde Blanchard (Arizona)	23.6s	Arizona vs. State Teachers.
Charles Scheifley (Minnesota)	23.7s	National Collegiate (Trial).

400-METER HURDLES

Glen Hardin (Louisiana State)	52.8s	Olympic Tryouts.
Eugene Beatty (Michigan Nor.)	52.9s	National Collegiate.
Clyde Blanchard (Arizona)	54.1s	Olympic Final Tryouts.

POLE VAULT

William Graber (So. California)	14ft. 4⅛in.	Olympic Final Tryouts.
William W. Miller (Stanford)	14ft. 1⅞in.	Olympic Games.
George J. Jefferson (U.C.L.A.)	13ft. 10½in.	Olympic Final Tryouts.
Don Zimmerman (Tulane)	13ft. 10½in.	Olympic Final Tryouts.
Bryce Beecher (Indiana)	13ft. 10in.	National Collegiate.
Keith S. Brown (Yale)	13ft. 10in.	Olympic Semi-final (Boston).
Wirt L. Thompson (Yale)	13ft. 10in.	I.C.A.A.A.A.
George F. Pool (California)	13ft. 8⅛in.	California vs. Stanford.
Ted Lee (Yale)	13ft. 8⅛in.	I.C.A.A.A.A. Indoor.
Ralph Lovshin (Wisconsin)	13ft. 6in.	Drake Relays.
John W. Wonsowitz (Ohio State)	13ft. 6in.	National Collegiate.
Leon Schram (Marquette)	13ft. 6in.	National Collegiate.
James McKinley (Michigan Nor.)	13ft. 6in.	National Collegiate.
E. Levington (Illinois)	13ft. 6in.	National Collegiate.
Elton Hess (Minnesota)	13ft. 6in.	National Collegiate.
F. E. Pierce (Yale)	13ft. 6in.	I.C.A.A.A.A.
Oscar Sutermeister (Harvard)	13ft. 6in.	I.C.A.A.A.A. Indoor.

HIGH JUMP

Bert Nelson (Butler)	6ft. 7⅛in.	Central Intercollegiate.
Robert Van Osdel (So. California)	6ft. 6⅝in.	Olympic Final Tryouts.
Walter Marty (Fresno State)	6ft. 6in.	Olympic Semi-final (Long Beach).
Worth Watkins (Abilene Christian)	6ft. 5⅞in.	A.C.C. vs. Texas A.& M.
D. A. McNaughton (So. California)	6ft. 5⅝in.	Olympic Games.
Howard Spencer (Geneva)	6ft. 5⅝in.	Geneva vs. Ohio Wesleyan.
William Brannon (So. California)	6ft. 5½in.	West Coast Relays.
Ted W. Shaw (Wisconsin)	6ft. 5in.	National Collegiate.
W. Newblock (Oklahoma)	6ft. 4in.	National Collegiate.
M. Ehrlick (Kansas State)	6ft. 4in.	Kansas State vs. Creighton.
William B. O'Connor (Columbia)	6ft. 4in.	I.C.A.A.A.A.

BROAD JUMP

C. Lambert Redd (Bradley Tech)	25ft. 6⅝in.	National Collegiate.
Richard Barber (So. California)	25ft. 4⅝in.	Olympic Final Tryouts.
John W. Brooks (Chicago)	25ft. 4⅜in.	Olympic Final Tryouts.
Norman Paul (So. California)	24ft. 9¾in.	West Coast Relays.
Weldon Hale (Rice)	24ft. 9¾in.	Southwest Conference.
John H. Johnson (So. California)	24ft. 5⅞in.	Olympic Final Tryouts.
C. Mell (Oklahoma)	24ft. 5in.	Triangular Meet.
J. H. Morris (Oklahoma)	24ft. 5in.	Olympic Tryouts (Norman).
Armin Dreusicke (Elmhurst)	24ft. 4in.	National Collegiate.
Thomas McNally (Holy Cross)	24ft. 2⅝in.	Olympic Final Tryouts.

HOP, STEP AND JUMP

Sidney Bowman (Louisiana State)	48ft. 11¼in.	Olympic Final Tryouts.
Rolland Lee Romero (Loyola, NO)	48ft. 10¼in.	Olympic Final Tryouts.
C. Lambert Redd (Bradley Tech)	48ft. 3½in.	National Collegiate.

16-LB. SHOT

Hugh Rhea (Nebraska)	52ft. 5¾in.	National Collegiate.
Nelson Gray (Stanford)	51ft. 11⅛in.	I.C.A.A.A.A.
B. M. Irwin (Texas A.& M.)	50ft. 1in.	Texas-Texas A.& M.-Rice.
Charles F. Jones (N.Y.U.)	50ft.	Penn Relays.
Fred DeBerry (California)	49ft. 10¾in.	Stanford vs. California.
Thomas Gilbane (Brown)	49ft. 10¾in.	New England Intercollegiate.
Hueston Harper (So. California)	49ft. 9½in.	I.C.A.A.A.A.
LeRoy Dues (Detroit City)	49ft. 8¾in.	Olympic Semi-final (Evanston)
John C. Lyman (Stanford)	49ft. 8⅛in.	I.C.A.A.A.A.
Henri J. Laborde (Stanford)	49ft. 6in.	I.C.A.A.A.A.

DISCUS

Robert F. Jones (Stanford)	160ft. 9in.	I.C.A.A.A.A.
Henri J. Laborde (Stanford)	159ft.	I.C.A.A.A.A.
Frank L. Purma (Illinois)	157ft. 9¾in.	Illinois-Indiana-Purdue.
Joseph P. Crowley (Yale)	157.34ft.	Olympic Final Tryouts.
Robert Hall (So. California)	154ft. 4½in.	I.C.A.A.A.A.
Booker Brooks (Michigan)	153ft. 6in.	National Collegiate.
Graham Batchelor (Georgia)	153ft. 2in.	National Collegiate.
Melvin Thornhill (Kansas)	152ft.	National Collegiate.
Norwood Mountain (Penn Coll.)	153ft. 1¾in.	Olympic Tryouts (Iowa City)
Robert Kleckner (S.F.U.)	149ft. 8½in.	S.F.U. vs. California Agri.

JAVELIN

Malcolm W. Metcalf (Dartmouth)	220ft. 10¾in.	I.C.A.A.A.A.
G. Dewey Williams (Hampton Inst.)	215ft.	National Collegiate.
Lee Bartlett (Albion)	214.23ft.	Olympic Final Tryouts.
Ralston LeGore (North Carolina)	208ft. 7in.	North Carolina vs Navy.
Frank Williamson (So. California)	204ft. 8½in.	I.C.A.A.A.A.
Duane Purvis (Purdue)	204ft. 4¾in.	National Collegiate.
C. M. Sample (Arizona)	204ft. 3⅝in.	National Collegiate.
Graham Batchelor (Georgia)	202ft.	National Collegiate.
Marion Hammon (So. Methodist)	200ft.	Texas-S.M.U.-Baylor.
William Footrick (Springfield)	199ft. 11¾in.	Olympic Semi-final (Boston).

16-LB. HAMMER

Peter Zaremba (N.Y.U.)	170ft. 6¾in.	I.C.A.A.A.A.
Grant McDougall (Pennsylvania)	168.20ft.	Olympic Final Tryouts.
Montaine M. Reznich (N.Y.U.)	164.78ft.	Olympic Final Tryouts.
Victor T. Malin (Yale)	164ft. 7½in.	I.C.A.A.A.A.
G. W. Miller Jr. (West Virginia)	163ft. 3⅜in.	West Virginia vs. Temple.
M. J. Finlayson (Harvard)	160ft. 7½in.	Harvard vs. Yale.
Delma L. Galbraith (Bowdoin)	159ft. 7⅞in.	New England Intercollegiate.
A. D. Converse (Yale)	159ft. ¾in.	I.C.A.A.A.A.
Norman C. Perkins (Colby)	158ft. 10¾in.	I.C.A.A.A.A.
M. L. Biddinger (Indiana)	157ft. 10in.	Western Conference.

and Weldon Hale of Rice Institute; the javelin throwers, G. Dewey Williams of Hampton Institute and Lee Bartlett of Albion.

As usual, many new names appear on the Honor Roll for the first time. Some of these are brilliant young sophomores who have crowded off the list outstanding performers of the last two years who are still competing. Such men as Frank Wykoff of Southern California, N. Penrose Hallowell of Harvard, Henry A. Brocksmith of Indiana, Eugene Record of Harvard, Ted Shaw of Wisconsin, M. Ehrlich of Kansas State, Richard Barber of Southern California, Hugh Rhea of Nebraska, and Robert Hall of Southern California have been able to retain their places in spite of the challenges of the younger men and are on the list for the third successive year.

The 100-Yard Dash

PERHAPS because of the stimulus given to the younger men by the Olympics, or perhaps because of the graduation of many of the outstanding sprinters of the last three years, the 1932 Honor Roll presents more new names in the 100-yard and 220-yard events than any similar list in recent years.

Of the ten men on the 100-yard list, only one, Frank Wykoff of the University of California, has been included on any previous 100-yard list, although George Smutny of Nebraska was on the 220-yard Honor Roll in 1930. Wykoff headed the dash men of 1931 in both the hundred and the furlong; the year before that, he was at the top of the men who ran the century. Of the men on the 1932 furlong list, only Wykoff was on the Honor Roll the year before.

The time made by Ralph Metcalfe of Marquette University, who leads the 100-

yard sprinters of 1932, is the same as Wykoff's time of 1931. It does not, however, equal Wykoff's time of 9.4 seconds set at the 1930 National Collegiate Meet. Metcalfe's mark of 20.5 seconds in the 220 event made in the 1932 National Collegiate Meet is better than either Wykoff's 20.8 seconds of 1931 or George Simpson's 20.7 seconds of 1930 and is a new mark.

With such young sprinters as Metcalfe, Kiesel of California and Bennett of Ohio State still eligible for collegiate competition, the approaching season should witness brilliant competition in the dashes.

Sheer power has made Ralph Metcalfe, Marquette University's sprinter, the brilliant star that he is. He heads the Honor Roll in both the 100-yard and the 220-yard dashes, and also in the 100-meter event.

Metcalfe is taller, heavier and probably stronger than the usual run of sprinters, and his ability to drive through to a smashing finish may be attributed, no doubt, to his ruggedness. Because of his size, there was a time when he was under a handicap in his starts, but he has made vast improvement in this regard during the last year. In many of his greatest races, however, he has been behind at thirty yards, but he has gathered tremendous speed from this point to make his strong finishes.

Metcalfe naturally has a long stride. He gets better as a race gets longer and, for that reason, usually is rated stronger in the 220-yard dash than in the century, powerful as he is in both. Similarly, it is figured that he is stronger in the metrical century because of the extra yards.

There is plenty of arm action when Metcalfe runs, but this action is smooth. Very rarely has he broken in a race, and then usually in a relay when he has been anchor man and has had to overcome a big lead. He does not leap to the tape.

Robert A. Kiesel, sprinter from the University of California (Berkeley), is 5 feet 9½ inches tall, and weighs 158 pounds. He is twenty years old and is this year a junior.

Kiesel made a very impressive record in his first year of varsity competition, making marks of 9.5 seconds in the 100-yard dash and 21.1 seconds in the 220. He was lead-off man on the U. S. Olympic 400-meter relay team which set a new world's record for the event. In the last stride of this race, he pulled a muscle, and his performance for the approaching season depends largely upon how this muscle responds to treatment.

Kiesel is not a particularly smooth runner but has great natural speed and tremendous power.

A year ago, Frank Wykoff of the University of Southern California led both the hundred and the furlong sprinters. In spite of injuries, he is again on the Honor Roll in both events, although his time in neither event equals his best marks.

Combining the power of a Paddock with the smooth, even stride of a Borah, Wykoff is close to being that rarity: the perfect sprinter. Hampered by injuries, nevertheless he brought in victories when they were needed, and made a brilliant showing on the 400-meter relay team in the Olympics.

Cool-headed and temperamentally well-balanced for keen athletic competition, Wykoff is well fitted psychologically as well as physically for record-breaking sprinting. A fast start, a lightning-like pick-up in the first twenty yards and a long, smooth, easy stride down the stretch are Wykoff's greatest attributes as a runner. Wykoff is one of the few sprinters ever developed who combines a marvelously fast start with a strong finish. Through steady practice, careful attention to details and the will to be a great sprinter he has developed his natural running talents to their fullest extent.

Ralph Metcalfe, Marquette

As a high school senior at Glendale, California, in 1928, Wykoff made a sensational record for a prep star, climaxing his work that season by winning the national title at 100 meters. In the Olympic Games of that year, he was handicapped by having to run with only slight training, because of an injured leg. He finished fourth. In 1929, he attended Glendale Junior College and made an unimpressive record, due to a long illness at the start of the track season.

Wykoff came under the guidance of Coach Dean Cromwell of Southern California as a university sophomore in 1930. Cromwell brought him along slowly and patiently, and refused to overwork him by making him double up in the 220 in meets where numerous heats were required. The meticulous care of the sprinter showed results in the Southern Pacific Association A.A.U. championships in May of that year, when Wykoff ran the 100-yard dash in 9.4 seconds to set a new world's record in this event. He won the I.C.A.A.A.A. century championship and then further proved his greatness by defeating a magnificent sprinting field in the N.C.A.A. Meet. In this event, he met one of the greatest fields of sprinters ever assembled and won decisively from such outstanding stars as George Simpson and Eddie Tolan in the time of 9.4 seconds.

This victory, along with his record of twice having run the century in 9.4 seconds, established Wykoff as one of the outstanding sprinters of a period that will go down in track history as one notable for the number of high class dash men. In 1931 as a junior, Wykoff ran away from all opposition in the century, again winning the I.C.A.A.A.A. and N.C.A.A. championships.

As a sophomore in 1932, Don J. Bennett of Ohio State University won both the hundred and the furlong in the Western Conference Outdoor Meet in 9.5 and 20.5 seconds respectively. He won the hundred at the Penn Relays after running anchor on both of the Ohio State winning sprint relay teams: seven races in two days with five of them preceding his final in the individual event.

He is what Larry J. Snyder, his coach, calls a "form" runner. Every move he makes is in a straight line. His knees come up high with no lateral action. His feet hit the track with toes pointed directly toward the finish line. His arms work like pistons, hands coming high in front of his eyes, elbows high in the rear, grazing his sides as they swing. He is red-headed, determined and willing; he has a tendency to overwork rather than loaf.

James A. Johnson of Illinois State Normal University is on the Honor Roll in the 100-yard dash, the 220-yard dash and the 200-meter event. In build, he somewhat resembles Eddie Tolan, another great Negro sprinter. Like Tolan, he has great drive at the finish.

The work of George Smutny of the University of Nebraska in the sprints and hurdles was by no means his most valuable contribution to the team. His greatest asset was his spirit. "He was one of the greatest morale builders it has ever been my good fortune to have on any team," is the tribute paid to him by his coach, Henry F. Schulte.

Walden Smith of Amarillo Junior College made his best time of 9.7 seconds in the Texas State Junior College Conference Meet. This is Smith's first time on the Honor Roll.

Leslie Hables, Stanford sprinter, is a slow starter but a great finisher. He is the drive type of runner who is a great competitor. His possibilities have been somewhat limited by a succession of illnesses, and only nerve such as he possesses

could have enabled him to develop as he has.

Richard Lionel Lacey of Colgate University made his best time in the 100-yard dash, 9.7 seconds, in the Colgate-Brown Meet. His best time for the 220-yard dash was 21.3 seconds, set on May 21, 1932, in a dual meet between Colgate and Syracuse. According to Coach John F. Rourke, Lacey is the long wiry type of sprinter; not too fast at the start, but because of his tremendous leg drive he picks up very fast, and is a very strong finisher.

Because of his speed and power he is also an exceptionally good quarter-miler. He has a very springy, long stride, and because of it is a fine high jumper, averaging 6 feet in all his dual meets. In many respects he is the same type of runner as Abrams of Oxford, England. It might be interesting to know that Lacey also was an Englishman, coming to America two years before he entered Colgate.

The 220-Yard Dash

FOUR of the men on the 220-yard Honor Roll are also on the 100-yard list. Next to Metcalfe in the 220-yard list is Haskett Derby of Princeton University.

Derby, who graduated in 1932, made his best time of 21 seconds in the Princeton-Yale Meet. In the Princeton-Harvard Meet, he won both the 220-yard and the 440-yard dashes. His time of 48.6 seconds in the latter event was fast enough to entitle him to a place on the Honor Roll in this event also.

He is a nervous, high strung type of sprinter. He has an exceptionally graceful, easy stride. After he developed, he became very dependable as a dash man.

According to Hermon Phillips, track coach at Butler University, Raymond Burns was a dash man of unusual versatility in that he could run any distance up to a half mile in very creditable time. He was a poor starter, and for two years he worked on this particular point in order to improve himself for the shorter dashes. Last year he was able to cut his time in the 100-yard dash to 9.8 seconds. Burns' style was rather peculiar in that he ran almost straight up, using a very vigorous arm action which pulled him high up on his toes. Because Burns competed at Lombard College three years ago, he will not be eligible for competition this year.

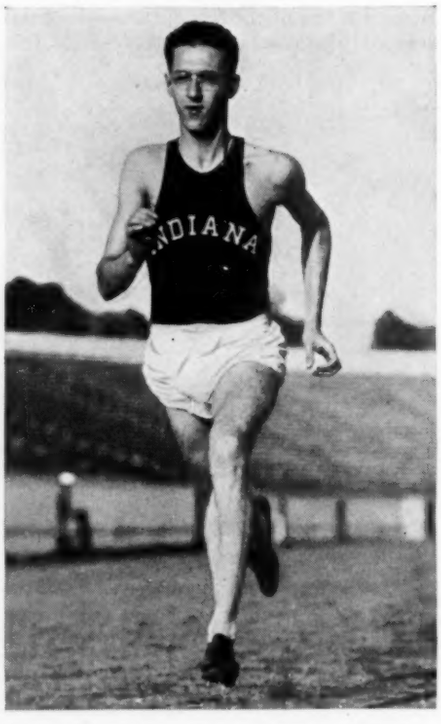
Harold Wright entered the University of Utah from Canada, where he had little track experience. He weighs about 150 pounds, and is 5 feet 11 inches tall. He is a natural slow starter, but improved his start by constant work.

Wright's running style is orthodox. He runs with a good stride and natural arm action. His best time in the 100-yard dash is 9.7 seconds. His best race is the 220, which he has run in 21.1. He is also capable of running the 440 in 48.5.

Being a resident of Canada, Wright qualified in the 100- and 220-meter races for the Olympic Games, where he proved to be the best of the Canadian sprinters. He ran in the semi-finals in both the 100- and 200-meter races, and was also a member of the Canadian short relay team.

Besides being an excellent sprinter, Wright is a very good broad jumper.

H. A. Hellmich of the University of Illinois last year made his best time in the 220-yard dash in a meet with the University of Michigan. He competed in both the 100- and 220-yard dashes. He placed fourth in the finals of the N. C. A. A.



Charles C. Hornbostel, Indiana University

Meet at Chicago, Metcalfe of Marquette, Bennett of Ohio State, and Johnson of Illinois Normal preceding him to the tape. He is unusually tall and slim for a dash man.

Edgar Meyer went to the University of Texas from St. Charles, Missouri. He weighs 170 pounds, is 5 feet 11 inches tall. He wears a size 11 shoe and has extra large legs. He was a good 440-yard man, but he was made into a sprinter because of his desire to make good at anything the coach wanted him to do. He has developed a fast start and a powerful finish. He uses a very long stride and more body lean than a majority of good dash men. At first he trained too much for a sprinter, but lightening up on work developed the spring in body that enables him to travel with much greater speed. He uses a long, fast, forward arm motion that seems to help him in his running.

Meyer ran the 100 yards under 10 seconds several times last year but made his best records at 220 yards. He ran under 22 seconds in a majority of Texas meets. He will have his last year in 1933.

Jack Burnett of the University of Mississippi who won the 220-yard dash in a dual meet with Alabama in 21.2 seconds, also won the 60-yard dash in the Southern Conference Third Annual Indoor Games held at the University of North Carolina in March.

The 200-Meter Dash

OF the four men who made the Honor Roll in the 100-meter or 200-meter events, only John J. Waybright of the United States Naval Academy failed to place in either the century or the furlong. Waybright won his place on the 200-meter Honor Roll in the Olympic Semifinals at Boston.

Waybright is 6 feet 1 inch tall and weighs 170 pounds. He has a slow start but a terrific finish. Lawson Robertson thinks he is a natural 440 man. He has run the distance on a three turn track in 50 seconds flat. His best time for the 100-yard event is 9.6 seconds with wind, but on two other occasions he bettered 10 seconds. He ran the 220-yard dash in 21.3 seconds and the 200-meter event in the same time. He has a tendency to use the cross-arm action and to tie up a little in the latter part of his race. This comes from not having had the proper coaching in high school. He is a very strong lad and can easily run three races in an afternoon.

His coach, E. J. Thomson, believes that his start will improve this winter and spring and that he should turn in some excellent races. He has another year at the Academy.

The Quarter Mile

IN the quarter mile event, two men stand out above a field of excellent athletes. Although William Carr of the University of Pennsylvania defeated Ben Eastman of Stanford University in the 400-meter run at the Olympics, Eastman made the remarkable time of 46.4 seconds in the 440-yard event in a dual meet with the Los Angeles Athletic Club. Carr's best time for the year in the quarter mile was 47 seconds, which is more than a second faster than the time made by the third man on the Honor Roll. Needless to say, the times established by both Eastman and Carr are faster than any made in recent years by a college man. The best time of 1931 was 47.4 seconds, made by Victor Williams of the University of Southern California; the best time of 1930 was 48.0 seconds, by Reginald Bowen of the University of Pittsburgh; the best time of 1929 was 47.9 seconds, by Russell Walter of Northwestern University.

Ben Eastman heads the 1932 Honor Roll in both the 440-yard and 880-yard events. Known as a perfect athlete,

Eastman has followed his program of training exactly as it has been laid out and has never permitted himself to be swayed by outside influence. He is frail of build and not of athletic appearance. His success is due largely to the tremendous strength which he develops as he works. Eastman runs with a decided lean, and his natural style is more of the striding and swinging action than that of a sprinter. His change at the finish, occasionally, in an effort to break into a sprinter's stride, has given him the appearance of tying up and leaning back. Any improvement he may show over his form of last year will be in doing away with this tendency and in developing a real finish. Practice in coming from behind would aid materially in this, but Eastman seldom gets such experience.

William A. Carr of the University of Pennsylvania, a native of Arkansas, won the quarter mile run in 47 seconds at the I. C. A. A. A. A. Meet held at Berkeley, California, last July. By this performance, Carr won the right to recognition as one of the two best 440 men of the year and one of the outstanding quarter milers of all time.

In 1900, Maxey Long of Columbia University ran a paced quarter mile in 47 seconds on a straightaway. The time of 47.4 seconds, set in competition by J. E. Meredith of Pennsylvania and Bingo Dismond of Chicago in 1916, had been equaled but never bettered until Carr and Eastman turned in their great performances last year.

Carr won the 400-meter event at the Olympic Games in 46.2 seconds. He ran in the anchor position on the Pennsylvania relay team that won the mile event at the Penn Relays in the close to record time of 3 minutes 15.4 seconds.

Although Alex Wilson, University of Notre Dame, made the honor roll in the quarter mile, he was a better half miler than quarter miler, in the opinion of his coach, John P. Nicholson. He ran the quarter in the N. C. A. A. Meet last year because, at the time, he was in better shape for that race. He was a great all-around runner, having run the 220 in 21.8 seconds.

"I oftentimes thought he would have been a greater miler than he was a quarter miler," writes Nicholson. "In the Olympic Meet he vindicated my faith in him as a half miler by breaking the world's record in the half mile, even though beaten slightly by Hampson of England.

"I had Wilson for three years in my summer club work at Montreal before he entered Notre Dame. When he first came to me, he was a two miler and ten miler, and very good, but I decided to make a middle distance man of him. His style was a low easy stride, showing great relaxation except when he began sprinting. His greatest characteristics were smart running and his ability to gather himself and get away from an opponent. He never lost a race in his life that he did not learn from.

"As an indoor runner, I think he ranks with the greatest that ever lived. His quarter mile in 49.1 seconds on an eight lap track at Notre Dame is a world's record and a most remarkable performance."

Edwin F. Russell, captain of the 1932 University of Michigan track team, did his best running last year, cutting his time down below 49 seconds in the 440-yard dash. His performances improved through the Big Ten season, but his hope of gaining Olympic recognition was thwarted by recurrent attacks of appendicitis. He lived up to the reputation he had gained

Ben B. Eastman, Stanford University

of being an outstanding competitor by running in spite of the difficulty.

Russell won all dual meet decisions in the quarter mile, setting a Big Ten record of 50 seconds in the indoor meet. One of his best races of the year in competition was at the Illinois meet, where he broke the tape in 48.4 seconds. He was an easy winner in the outdoor Western Conference Meet, after drawing the outside lane. In the N. C. A. A. Meet he placed fourth; and, in the I. C. A. A. A. A., fifth.

His work also stood out in the mile relay, Michigan winning in both the indoor and outdoor Western Conference Meets, largely by virtue of Russell's work at the anchor post. During Russell's three years of competition, the Wolverine mile relay teams dropped from first place only once. The team set the outdoor record for the Western Conference by stepping the distance in 3 minutes 18.5 seconds in 1931 and created a new Big Ten indoor record of 3 minutes 23 seconds in 1932.

Russell went to Michigan as a sprinter, but was "made over" when a freshman. He showed promise at once, taking fourth place in the Big Ten Indoor Meet of his sophomore year and stepping ahead to the runner-up position in the outdoor meet. After that meet he was a consistent winner.

Edgar Ablowich of the University of Southern California made his best time of 48.5 seconds in a trial heat at the I. C. A. A. A. A. Meet. Early in the season he was taken from the 220-yard low hurdles and entered in the 440-yard flat race. He possesses great natural strength and speed, and, through his hurdling experience, he has a long, smooth, even stride.

Roger Keast of Michigan State College established his right to a place on the Honor Roll by winning a trial heat in the N. C. A. A. Outdoor Meet in 48.6 seconds. He placed fifth in the finals.

Karl D. Warner of Yale University placed third in the finals of the I. C. A. A. A. A. quarter won by Carr in 47 seconds. Only Carr and Eastman preceded him to the tape. In this race he defeated such outstanding 440 men as Ablowich and Russell.

Robert P. Ostergard won the quarter mile in the Big Six Conference Meet in 48.8 seconds, his best time of the year. Ostergard's long-striding 6 feet 3 inch stature made him an outstanding individual wherever he ran. "He was one of the steadiest, sanest and gamest competitors I have ever had the good fortune to work with," states Henry F. Schulte, track coach of the University of Nebraska.

Arnold G. Adams, Bates College runner, has a splendid build for a 440-yard man. He is 5 feet 10½ inches tall and weighs 138 pounds. A few more pounds might be of benefit to him, is the belief of his coach, Ray Thompson. Adams' style is a reaching stride rather than the sprinting type. A slight shoulder swing helps this, especially when he is pulling at the finish.

Indoors, Adams runs the 300-yard distance for speed and the 600 for endurance. He is versatile, for he does his leg of the two-mile relay in 1 minute 57 seconds or better and can sprint the 220 in 21.8 seconds. He trains carefully all year, is a great competitor and has plenty of that essential will to win spirit.

Adams holds the Maine State record of 49.2 for the 440 and the New England record of 48.4. He made the Olympic 1600-meter relay team, but a lame ankle prevented his running. He is captain this year of the Bates College track and relay teams.

Alexander Cox of the University of Texas last season was in his first year of college competition. He is 5 feet 10 inches tall and weighs 145 pounds. Cox is the

sprint type of quarter miler. He can run 220 yards in 22 seconds. He uses a high knee action with wonderful smoothness in running. He takes part in cross-country running in the fall and is one of the best and most systematic trainers ever to make a great quarter miler at Texas. Alexander practices on distances under the quarter mile for speed and on distances greater than the quarter to develop endurance. He is capable of running the quarter at all times in 50 seconds or better. He established a new Southwest Conference record last year of 48.8 seconds and ran first on the relay team that won the mile in 3 minutes 19.1 seconds.

Cox will compete two more years for Texas. His coach, Clyde Littlefield, is looking forward to seeing him do better time before he graduates.

The 400-Meter Run

OF the four men on the 400-meter Honor Roll, Carr, Warner and Ablowich are also on the 440-yard list. Ivan W. Fuqua, the remaining athlete on the 400-meter list, went to Indiana University rated as a star interscholastic runner. His work as a versatile athlete in Brazil, Indiana, High School gave him an excellent foundation for brilliant performance as a sophomore in collegiate and Olympic competition.

No effort was made to bring him to maximum edge in performance until the Olympic Trials were held at the N. C. A. A. Meet in June. He was able to arrive at the peak of physical condition for his competition in the 1600-meter relay race in the Games, sharing the world and Olympic record with Warner, Ablowich, and the peerless Carr.

Fuqua's training was based mostly on over-distance work at 660 yards and the half mile. He had been troubled with a pulled tendon in sprinting, and it was feared further speed work would delay recovery. His intelligent and careful training secured excellent results.

Much of his success is attributed to his all-around athletic work in high school. He received a major award at Indiana in football. The ability to put on a tremendous burst of speed in sprinting pulled a tendon late in January. Facing this handicap with an overwhelming desire to make the United States Olympic Team, Fuqua was carefully nursed along on over-distance work until warm outdoor weather prevailed. His speed came back in time for him to realize his ambition.

His coach, E. C. Hayes, predicts he will better his record made as a member of the Olympic 1600-meter team.

The Half Mile

BEN EASTMAN'S record of 1 minute 50.9 seconds in the half mile is better by over two seconds than the best time made in 1931, which was 1 minute 53.3 seconds, credited to A. S. Wilson of Notre Dame. The time made by Hallowell of Harvard is also better than Wilson's time, but not quite equal to the time of 1 minute 52.4 seconds, the best outdoor record of 1930, set by Russell Chapman of Bates.

The old record for the half mile, 1:52.2, held jointly by J. E. Meredith of Pennsylvania (1916) and Philip Edwards of New York University (1929) is replaced by Eastman's 1932 performance.

Harvard University's middle distance runner, N. Penrose Hallowell, won a place on the Honor Roll in both the 880-yard and the 1500-meter events. His admirers believe that his running form has no flaws and that he is unquestionably the greatest miler in American history. Running a half mile after a mile, his time was 1 minute 52.6 seconds, which was all the more remarkable because he led from the start and had no pressure. The 1500-meter race at the Olympic Final Tryouts proved his ability. He defeated some of the best and fastest American milers ever assembled in one group.

Charles C. Hornbostel of Evansville, Indiana, was considered a fair prospect in basketball and of some promise as a runner when he entered Indiana University. With a handicap of flat feet, which he overcame by fine initiative and tremendous enthusiasm, he took up cross-country running and became a member of

William Carr, University of Pennsylvania

Indiana's championship team in his sophomore year. After cross-country, he began to specialize on the half mile. Most of his work was done over distances of from 440 yards to three-quarters of a mile. His ability to hold pace was due to the over-distance background in the fall. The remarkable improvement shown by his consistent ability to better his records through a long competitive season, beginning in February and ending in August, during which time he participated in eighteen meets in seven months, was due to excellent habits and strong will power.

Hornbostel's ambition was to become a member of the American Olympic Team. He set a definite mark to make in the National Collegiate Meet in June, and won his event. Previously he had won the half mile in the indoor and outdoor Western Conference and Indiana State Meets.

Common sense habits of living, zest for his work, academic and athletic, and a fine competitive spirit made Hornbostel a joy to his coach and the pride of his school and home city of Evansville, Indiana.

Glenn Cunningham of the University of Kansas in his first year of varsity competition won a number of championships. He was Big Six Conference champion in the 880-yard run in 1 minute 53.5 seconds, Big Six Conference mile champion in 4 minutes 14.3 seconds, and National Collegiate mile champion in 4 minutes 11.1 seconds. He was a member of the last American Olympic team and finished fourth in the Olympic finals in the 1500-meter run. He was the first United States entry to finish. He made very good time in the 1500-meter event in winning a trial heat at the Olympic Games in 3 minutes 58.8 seconds. Not satisfied with the championships he won during the regular track season, he stepped out to win the Big Six Conference two-mile team race championship in the fall of 1932.

Cunningham is unlike most distance men in that he is heavy and powerfully built. He seems to depend on strength and stamina, rather than form, for his speed. His style is like that of Nurmi; he runs rather high with short stride, arms up and well out. He is a junior in the university. H. W. Hargiss, his coach, believes there is every reason to expect him to run even faster this year.

Adolph Schiller of the University of Texas established a new Southwest Conference record in the 880-yard run last year with the time of 1 minute 55.4 seconds. He is the smallest man in the Southwest to make such a record in track. He is 5 feet 7 inches tall and weighs 130 pounds. He can run any race from fifty yards to cross-country. He won the cross-country race in 1931.

Schiller has a competitive heart. He always runs to win and has a great sense of judgment of pace. He was winner of several tryouts for the 1932 Olympics. He uses the easy, sprinter type of stride and has been able to develop a good finish without tying up the muscles. He is called "Cocky" Schiller because of his faith in defeating good men. He was a member of the one mile championship relay team. Schiller always starts his training slowly and works up to his best for the closing big meets. He finished his college competition last year. All track men at Texas spend a great deal of time each week on exercises to develop form and smoothness in running, as well as the upper part of the body.

William McGeagh of the University of Southern California possesses the characteristics of a champion half miler. He has sufficient speed to stay with the best of middle distance men. He has fight and determination, plus the strength for a good sprinting finish.

Ward Hardman of the United States Naval Acadamy ran the 880 in 1 minute 55.8 seconds, the mile in 4 minutes 16.4 seconds, and the two-mile in 9 minutes 28.8 seconds during the regular 1932 track season. Hardman completed his first season of cross-country last fall and ran well. He is not running this winter, and plans to start working for the outdoor season about March first.

Hardman won places on the Honor Roll in three events: the 880, the mile and the two-mile.

Wayland Dunaway of Penn State is one of the best half milers ever developed by his coach, Nat J. Cartmell. He is, in a sense, a local product. Having finished the State College High School in 1929, it was not until the latter part of his junior year in college that Dunaway began to show real class as a middle distance runner. He has therefore had little experience in high class competition.

Dunaway ran well in dual meets last spring and displayed remarkable form as the anchor man on the Pennsylvania State College sprint medley relay team at the Penn Relays. In this event he made up twenty yards on good half milers and came away to win with yards to spare for his efforts. But in the I.C.A.A.A.A. half mile final run on the coast in July it was evident that Dunaway needed more experience before he could expect to compete with success against fast middle distance runners who run smartly in big fields.

In describing Dunaway, Coach Cartmell calls him "an easy gaited, fast swinging, middle distance runner who really does not possess a decisive sprint. It may so happen that this runner is more of a miler than a half miler. Time will determine whether it is to be Dunaway the miler and half miler or just Dunaway the middle distance competitor."

Cartmell believes that Dunaway's build, style, characteristics and conduct on the track may well be thought of as much like some of the great English distance runners he has known. Dunaway is 6 feet 2 inches tall, yet weighs only 165 pounds. He has a rather powerful lower and upper leg drive, and is of course a bit frail above the waist line. His disposition is of the never complain, never worry variety. To Dunaway, competitive running, no matter how keen the competition may be, is just another day of fun, or play. He refuses to take his running seriously—a good trait for a distance man. A victory does not over-thrill Dunaway, and a defeat is forgotten before he reaches the dressing room.

Having grown very fast and discovered his running ability over night, as it were, Dunaway promises to be a fine Pennsylvania State College track representative before this season comes to a close. He is captain of his team.

Earl Labertew, Iowa State College, is the type of runner a coach never has to worry about. He is a steady, faithful trainer who can always be depended upon in a race, according to Robert Simpson, his coach.

He may not run so smoothly or so gracefully as one might wish, but he has an indomitable will to win that more than makes up for the lack of grace. This was graphically illustrated two years ago when he finished a race on a broken leg, and beat three opponents.

He runs as if he were "tied up" and twists his shoulders from left to right to some extent, but he always has a sprint at the finish.

His best time of the 1932 season is slightly slower than his 1 minute 55.2 seconds of 1931. He has another year of competition, however, and may yet better this time.

Glenn Cunningham, University of Kansas

Labertew never did any running in high school.

George Adams, University of Texas half miler, is one man who makes good time with a very unorthodox form. He uses a very high arm action in front of the chest and looks as though he will "tie up" in the middle of the 880-yard run. He has always been able to win his races by staying up near the front men and outsprinting them at the finish. He is a great trainer and has worlds of endurance. He works every day on development of smoothness in running and takes starts with sprinters twice a week. He has been able to run many races under 1 minute 58 seconds. His best time is 1 minute 56 seconds. He will graduate in 1933.

The Mile Run

THE season of 1932, like that of 1930, was a great one for the milers. Two men, Glenn Cunningham of Kansas and J. R. Mangan of Cornell, covered the distance in better time than Ray Putnam, who led the 1931 milers with a record of 4 minutes 16.3 seconds. Ward Hardman of the Navy, the third man on the 1932 list, almost equaled Putnam's time. Glenn Cunningham's 4:11.1 is also better than the time of 4:12.4 made by Ralph Hill of Oregon, who led the 1930 milers. In justice to the men on the 1931 list, it should be noted that the tenth man that year, Jack Walter of Marquette University, ran the distance in 4 minutes 20.3 seconds, which is better time than that made by the last three men on the 1932 Honor Roll.

Cunningham's 4:11.1 betters the time of 4:14.4, set by John Paul Jones of Cornell University in 1913, which stood first on the record books for many years.

Joseph R. Mangan of Cornell University won the I.C.A.A.A.A. mile championship at Berkeley, California, Saturday, July 2. His time was 4 minutes 14.8 seconds.

His best indoor performance for the mile was 4 minutes 23 seconds in the Triangular Meet with Harvard and Dartmouth, where he defeated Hallowell of Harvard. The track in this meet was twelve laps to the mile. In the Princeton dual meet he won the 880 in 1 minute 57 seconds after defeating Dawson in the mile in 4 minutes 17.8 seconds. He defeated Coan and McKniff in the University of Pennsylvania dual meet, running the mile in 4 minutes 17.2 seconds. He has a record of 3 minutes 4 seconds for the three-quarter mile run.

Mangan's development has been rapid since he entered Cornell three and one-half years ago as a novice. According to his coach, John F. Moakley, he is a hard worker, likes long walks and puts in considerable time in the gymnasium. He has developed a smooth action, low to the ground, with a strong forward arm drive. He is a good finisher, winning most of his races in the final sprint.

Mangan is a student in the hotel management course, and graduates in midyear, 1934. This is his last season in track. He has one more season of cross-country competition. His home is in Rutland, Vermont. He is twenty years old and is 5 feet 11 inches tall.

Although Ray Swartz of Western State Teachers' College, Kalamazoo, Michigan, was originally a miler, Coach Towner Smith found that he was a versatile runner. Swartz has run all of the races from the 440-yard to the five-mile cross-country grind with success. Twice he has been the Michigan Intercollegiate cross-country champion and is the record holder. Placed in a leg of the mile relay in the Central Intercollegiate Meet at Notre Dame last winter, he came through with a 51 second quarter, which Coach Smith regards as good running indoors. However, Swartz finds his best distance between three-quarters and one mile.

Swartz is of a more stocky build than most runners. He weighs around 163

(Continued on page 26)

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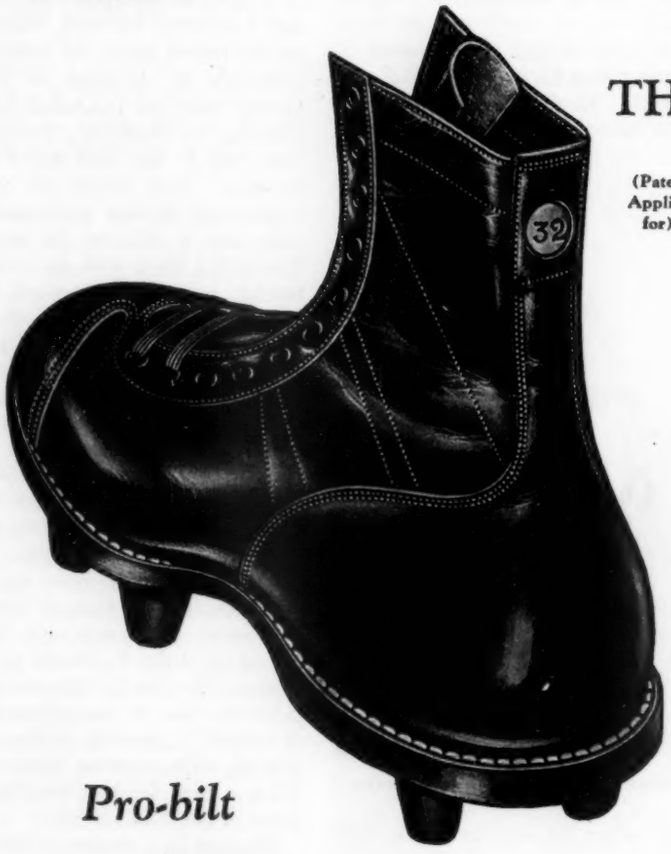

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R-BILT COMPANY

CHICAGO, ILLINOIS

College Track and Field Honor Roll

(Continued from page 23)

pounds and is 5 feet 11 inches in height. He carries his weight well and he runs with an easy stride. His first quarter of the mile is run in between 61 and 62 seconds and the half in between 2:04 and 2:06. He has a tremendous kick at the finish, being able to sprint 220 to 300 yards.

Swartz will have completed his competition after the winter term this year.

Cliff Halstead of the University of Southern California represents the strong, even paced type of runner. He is steady, with remarkable endurance and plenty of determination.

Halstead is tall and heavily muscled. At 180 pounds, he carries too much weight for a distance runner, but he has not been able to reduce no matter how hard he works. Probably his unusual strength very nearly makes up for the lack of lightness of foot that helps most distance men. He has run the half mile in close to 1 minute 56 seconds. When the occasion demands he can do both the mile and half mile in fast time on the same day.

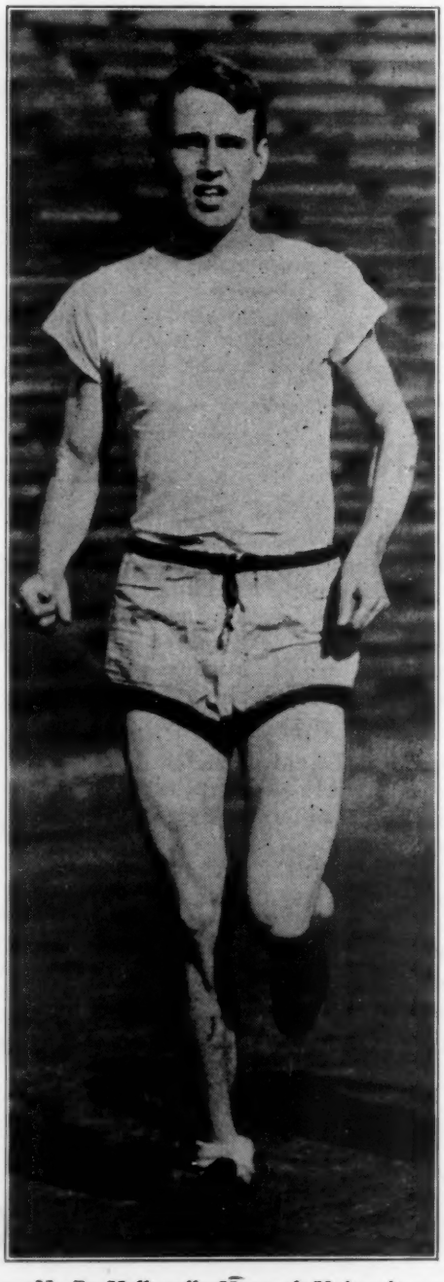
Don Macrae, Carleton College runner from Duluth, Minnesota, who shattered two school records on the same day, was captain of his track team last season, as well as its mainstay. In setting these two records, Macrae, running against Grinnell in a dual meet, stepped the mile in 4:19.9 and the half mile in 1:55.9; he clipped 2.6 seconds off the half mile record and 4.5 seconds off the mile mark. He also achieved distinction by his running as lead-off man on the Carleton two-mile relay team which won that event at the Drake Relays against Kansas State Teachers and Abilene Christian quartettes.

The slender, unassuming youth, about six feet tall, runs without the smooth form of some of the greater runners, but with rather a dogged, plugging style. He is a fast starter and has great endurance. In one meet at Carleton, besides winning the half mile and the mile, he ran on the mile relay team; then ran an exhibition race with the two-mile relay team. In the Dakota Relays, Macrae was a member of the Carleton team which hung up a new record of 3:34.4 in the sprint medley, clipping three seconds off the mark held by Nebraska Wesleyan.

"Concerning Lyle Chapman, we might write a book on his characteristics and idiosyncrasies," writes Coach Simpson of Iowa State College. He is about 6 feet 3 inches tall and weighs about 165 pounds. Outside of the fact that he is too young to be finishing college, and had no experience at all in high school, he has everything to make a champion runner: speed, smoothness and endurance. He has never learned to push himself to the limit, nor to have the confidence in himself that he should have, according to his coach.

"Henry Brocksmith and Charles Hornbostel were the most consistent performers for the college year 1931-32 that I have ever coached," states Coach Hayes of Indiana University.

Brocksmith's most sensational performance was in winning the one-mile in 4:12.5 and an hour later the two-mile run in 9:18.4, when competing in the Western Conference Indoor Meet in March, 1932. At the Drake Relays, running anchor on the distance medley relay team, Brocksmith helped to break the American Collegiate record on Friday. On Saturday, he broke the two-mile American Collegiate record by his excellent time of 9:13.6. He ran anchor on the four-mile relay team the same day. He duplicated his double victory of March by winning the mile and two-mile in the Outdoor Western Conference and Indiana State Meets. He took second place in these events (in both of which the records were broken) in the National Collegiate Meet. His most notable performances were those in which he qualified for the Olympic trial finals in both the 1500- and 5000-meter runs.



N. P. Hallowell, Harvard University

During this time Brocksmith was finding his academic work most important. At no time has he considered his athletic activity dominant over his curricula in pre-medic courses.

As a senior, this boy became a keen student of fatigue, and gave intelligent application to his diet. As stated in the ATHLETIC JOURNAL last year, he had a background of farm work with no athletic training prior to coming to college. He thrives on a tremendous amount of work.

After winning the Western Conference cross-country, Brocksmith settled down to perfect a smoother, longer stride and succeeded in getting a rhythm of action that produced amazing results. He has no sprinting ability and is forced to run his races on pace.

His failure to make the Olympic team was due, his coach believes, to his inability to adapt himself to changed habits of living. Having been occupied with classroom, laboratory and other work during the day, and study at night, he found it impossible to adapt himself to a life of ease with nothing definite on the day's program other than his workout.

"Brocksmith has barely found himself as an athlete," declares Coach Hayes. "He could continue competition several years and improve each year. Nevertheless, he is too much in love with his medical course to prepare for competition."

During the collegiate track season of 1932 he made the following marks:

Mile: 4:17; 4:12.5; 4:14.1; 4:19.6; 4:16.4; 4.13.

Two-Mile: Repeating after mile, 9:18.4; after mile the day before, 9:13.6; ran second by less than one second to a 4:11.1 mile and a 9:16.7 two-mile.

Summarized: One-Mile — Under 4:20 seven times.

Two-mile—Under 9:20 three times.

James A. O'Connor, Michigan Normal College ace in the mile run, was an exceptional judge of pace, according to Lloyd W. Olds, his track coach.

Olds explains that O'Connor, realizing that he lacked a really effective sprint, discovered by a close study of himself and his opponents just what an athlete must do to overcome such a handicap without actually correcting the fault. The slender

Irish lad found that, by carefully guiding his pace from the start of each race, he could aim with such accuracy as to hit the final stretch in a position that would give him at least an even break with the opponent capable of letting loose a strong dash for the finish line.

So successful was O'Connor in the study of his method that, aided by a rigid course of training which he always observed, he became known last season in his senior year as one of the most consistent milers in the Middle West. He ran in almost perfect form, and only the fact that he was not a powerful physical specimen prevented him from landing a place among the greatest mile runners of the country, Coach Olds believes. He also ran for three years on the Michigan Normal championship cross-country teams.

His outstanding performance in 1932 was his victory in a strong field in the Michigan State Intercollegiate meet at East Lansing, where he turned in the fast time of 4 minutes 21.2 seconds.

He was an excellent student in college and maintained an average of better than B in completing his course in physical education.

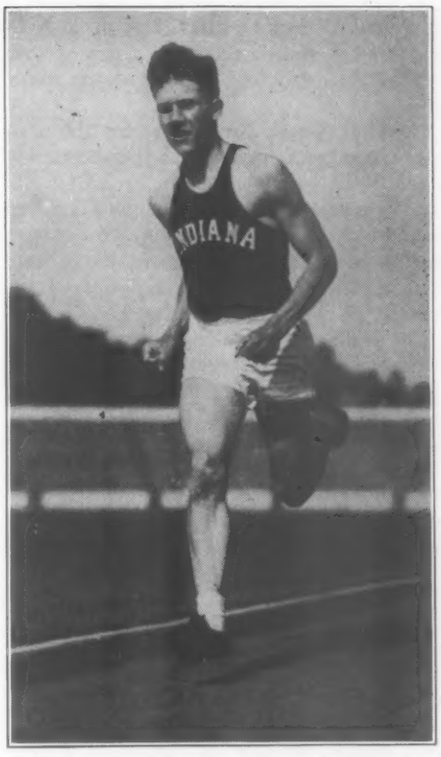
The Two-Mile Run

BOTH Brocksmith of Indiana and Charles Shugert of Miami University ran the two-mile event in 1932 in better times than any credited to college men on previous N. C. A. A. Honor Rolls. Clark S. Chamberlain of Michigan State was credited with 9:18.7 in 1931, Harold Manning of the University of Wichita with 9:18.1 in 1930, and Reid of Harvard University with 9:22 in 1929. The record of 9:17.8, set by T. S. Berna of Cornell University, stood from 1912 to 1932.

The time for the tenth man on the 1931 Honor Roll is slightly better than that for the ninth man on the 1932 list. The time made by Fellows of Wisconsin, 9 minutes 35.3 seconds, in 1930 is nearly five seconds better than that made by the last man on the 1932 list. Does this indicate that, while the best distance men are growing better, the average runners are not quite so fast or strong?

Charles Shugert of Miami University, Oxford, Ohio, was born and raised in Oxford and was graduated from the William McGuffey High School in Oxford at the age of eighteen. During his high school days he played a little football, basketball and baseball. During the summers he played some tennis and peddled ice for the local ice company and did any other good substantial work he could get that would help him to develop a good strong body.

McGuffey High School did not support a track team and therefore Shugert finished high school without ever having participated in track. In the fall of 1929 he entered Miami University a freshman at the age of eighteen, weighing about 115 pounds. Being interested in athletics, he



H. A. Brocksmith, Indiana University

wanted to play football but did not make the freshman team. When basketball season came he tried for the basketball team with the same result. Being determined to do something in athletics while in college, he then turned his attention to running where he immediately showed great possibilities in the distance runs. During his first season on the track as a freshman he ran the two-mile in 10 minutes 1 second.

In the fall of his second year, 1930, he reported for cross-country. He lost his first college race and then proceeded to break all course records over the four-mile route and go undefeated in cross-country for the next three years, winning the Buckeye Conference Championship three consecutive times. His best time for the four miles was 20:06.2; the race was run on a cold, wet day. He was good in races up to six miles, running this distance in slightly over thirty minutes.

On the track, Shugert developed rapidly and became a front runner chiefly because there was no one in the Buckeye Conference who could set a pace fast enough for him. Being young, he was allowed to come along gradually without being pushed at any time. Having an abundance of endurance he was given a great deal of under-distance work to develop speed. During his first year of varsity competition, he was not allowed to run more than one race in any meet. In his last two seasons, he occasionally ran the mile and two-mile and was the Buckeye Conference Champion in both distances for two years, establishing new records in both races without being extended.

In the 1931 season he ran second to Clark Chamberlin of Michigan State in the N. C. A. A. two-mile run, Shugert's time being 9:28. In 1932 he was undefeated and perhaps ran his best race when he defeated Brocksmith of Indiana in the N. C. A. A. two-mile and established a new N.C.A.A. record of 9:16.7. He later entered the final Olympic tryout in the 5000-metre run at Palo Alto.

In spite of the fact that Shugert could run the 880 under two minutes, the mile under 4:20, he was probably best at distances over two miles because of his great endurance and perfect rhythm. He runs nearly flat footed, perfectly relaxed and holds the same form throughout his race. He always has a fine burst of speed at the finish. He runs with an even pace, his lap time varying not more than a second, as a rule, except for the first and last laps. He has frequently run the last lap in 60 or 62 seconds.

He is now twenty-one years of age, 5 feet 9½ inches tall and weighs 134 pounds. He has a large chest and broad shoulders and very narrow hips. George L. Rider, Director of Athletics at Miami, writes of Shugert: "He is a boy of unusually fine character, one who never dissipates but keeps in fine training the year around. Probably one of the things that contributed much to his fine performance was the fact that he lived at home and had a mother who saw to it that he had only the best of food to eat."

Joseph P. McCluskey of Fordham University won the I.C.A.A.A.A. two-mile in 9 minutes 22.2 seconds, his best outdoor time of the year. He ran the same event in the I.C.A.A.A.A. Indoor Meet in 9 minutes 17.6 seconds. McCluskey is also on the Honor Roll in the 3000-meter steeplechase through his performance in the Olympic Tryouts.

McCluskey has good form for a long distance runner. He does not run on his toes, which his coach, Jake Weber, believes is the reason for his great stamina.

John Currell of the University of Minnesota won the two-mile in a dual meet with Wisconsin in 9 minutes 23 seconds. He placed fourth in the N. C. A. A. race in which Shugert set the time of 9 minutes 16.7 seconds. He ran fifth in the Western Conference Meet.

Arthur Foote, 2nd, of Harvard University is a very good distance man. His running form is good, but he lacks power drive. His coach, Edward L. Farrell, expects a big improvement next year.

William R. Bonthron was undefeated in any race in two years at Princeton University, except for a half mile race at Yale last year in which he ran second after having won the mile and two-mile in the same afternoon.

He was captain and the outstanding runner of his freshman cross-country team, was captain of last fall's cross-country team and has been re-elected for next year. He is this year a junior.

Bonthron's stride shows real power rather than grace. He is regarded as one of the finest track men to enter Princeton in some time. He is credited with having run the two-mile in 9 minutes 25 seconds, the mile in 4 minutes 22 seconds, and the half mile in 1 minute 56.4 seconds.

Virtually unknown as a runner when he entered New York University, George H. Barker at once showed his ability by running second to McCluskey of Fordham in the I.C.A.A.A.A. freshman cross-country championship in 1929. Resembling Clark Chamberlain in some respects, Barker is 5 feet 8 inches tall, weighs 135 pounds and will be twenty-one years of age when he graduates. He possesses an unusually fine leg split, tireless running muscles and the relaxation which every good distance runner must have.

Barker's chief forte is unquestionable some distance over five miles. As a cross-country runner, he set a new course record in the 1932 I.C.A.A.A.A. championship when he defeated Ottey and McCluskey. Barker is equally as strong at eight or ten miles as he is at six. His improvement at shorter races has been steady, due chiefly to his training at distances of 440 to 1320 yards. He can now run a very creditable mile. As a sophomore, his best time in the two-mile run was 9:49; last year as a junior he ran in 9:38.8.

L. Friche of Illinois State Normal University made his best time of the year in winning the two-mile event at the Central Intercollegiate Meet in 9 minutes 40 seconds.

The High Hurdles

NEW world's records were set in both the low and high hurdles by American college athletes during 1932. Saling of Iowa set new marks in both the 120-yard and the 110-meter hurdles at the National Collegiate Meet, and Jack Keller of Ohio State established a new record in the 220-yard low hurdles at the same meet.

Leading Honor Roll marks for the previous two years have been 14.3 seconds by Jack Keller of Ohio State in 1931, and 14.4 seconds by Steve Anderson of the University of Washington in 1930 in the highs; in the lows the marks have been 23.4 seconds by Ernie Payne of the University of Southern California and 23.5 by Jack Keller of Ohio State in 1931, and 23.2 seconds by Lee Sentman of the University of Illinois in 1930. Dick Rockaway of Ohio State set a world mark of 22.8 seconds for the low hurdles in 1929.

George J. Saling's thirteenth high hurdle victory of 1932 was his greatest triumph of all, for thirteen was far from unlucky for the University of Iowa athlete. Flying feet and flawless form brought him the 1932 Olympic Championship in the 110-meter hurdles—his eighth high hurdle title and his fourteenth track championship of the year. The Olympic victory climaxed for Saling a racing season during which he splintered two world's records and achieved a new Olympic mark of 14.4 seconds in the semi-final heat.

Although the highs, of course, was his specialty event, he won the National A. A. U., Big Ten and Iowa Intercollegiate 220-yard low hurdle championships, as well as the Mid-Western A. A. U. 400-meter hurdle crown and the state indoor 70-yard dash victory.

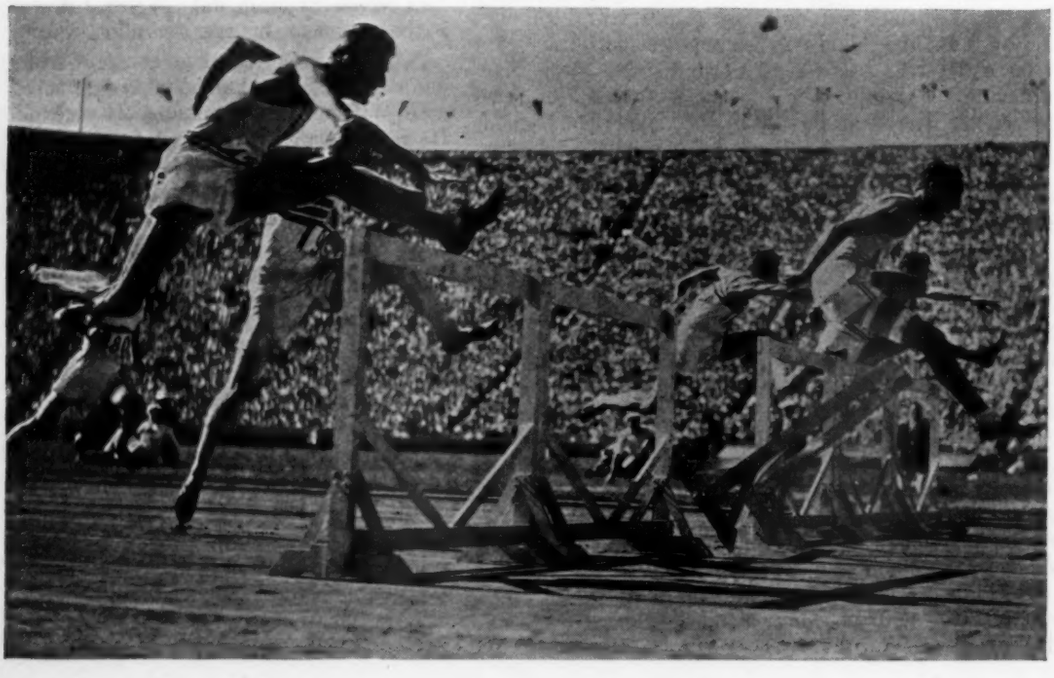
For two years, Saling pointed for the Olympics at Los Angeles. A runner-up to champions in 1930, he remained out of the university the following year while he accumulated money to finish his education. Whenever he had a chance, he worked on hurdle form and speed in his home town of Corydon. The twenty-three year old athlete, vastly improved, looked like a champion in January indoor practice. He won his first major title over the 70-yard barriers in the Big Ten indoor meet, but muscle injuries kept him out of several contests.

The 120-yard high hurdle triumph of mid-April at the Kansas Relays was his first outdoor championship. But by June 11, he had run the barriers in 14.1 seconds, bettering the world's record; had equaled the accepted mark of 14.4 seconds twice; and had shaded the world's standard of 14.4 seconds for the 110-meter hurdles by a tenth of a second. In seventeen outdoor high hurdle races in 1932, Saling was beaten only four times. Two of these defeats were in trial heats when the Iowan was content to qualify without fighting for a victory.

With little actual practice on the longer events, Saling demonstrated his hurdle wizardry in the 220-yard low hurdles and the 400-meter 3-foot barriers. In the lows, he won the Big Ten title with a wind at his back in 23 seconds. A new meet record of 23.1 seconds was credited to the Iowan in the National Collegiate preliminaries, and in the final he was one foot behind Jack Keller when the Ohio State star bettered the world's record with a 22.7 seconds performance.

Saling, had he chosen to train for the event, probably could have run just as great a race at the Olympic Games in the 400-meter hurdles as he did in the 110-meter event. He registered 52.1 seconds at the Mid-Western sectional trials, within a tenth of a second of the mark which then stood as the world's record.

The Hawkeye was even more versatile. He was anchor man on the championship half mile relay team at the Kansas Relays, running his 220 yards in close to 21 seconds, despite a rain and soggy track;



The Final of the Olympic 110-Meter Hurdles. George Saling, University of Iowa, is in the lead. Jack Keller, Ohio State University, is the hurdler nearest the camera. Both Saling and Kellar competed for the United States.

traveled the anchor quarter in 49 seconds to place the Iowa mile relay team second in the Big Ten indoor meet, forcing Michigan to a new record; won the Iowa Intercollegiate championship in the 70-yard dash in 7.4 seconds; and was anchor man on the 480-yard shuttle hurdles team which set a new Drake Relays record of 1:01.6 and tied the Kansas carnival mark of 1:02.5 in the rain.

Saling constantly demonstrated the qualifications of an almost perfect athlete. No one could have trained more conscientiously, nor followed more closely the instructions of Coach George T. Bresnahan. He was sensationally consistent. His average time for all of his winning high hurdle races over the 120-yard or 110-meter distances was just slightly over 14.4 seconds.

These are Saling's championships of 1932:

Indoor

Western Conference: 70-yard highs—8.7 seconds.

Iowa Intercollegiate: 60-yard highs—7.7 seconds; 60-yard lows—7.2 seconds.

Outdoor

Kansas Relays: 120-yard highs—14.6 seconds (Equals meet record).

Drake Relays: 120-yard highs—14.4 seconds (Equal to world's record at the time).

Iowa Intercollegiates: 120-yard highs—14.4 seconds (Equal to world's record at the time); 220-yard lows—23.5 seconds.

Western Conference: 220-yard lows — 23 seconds (With wind).

National Collegiate: 120-yard highs—14.1 seconds (Betters world's record).

Mid-Western Sectional Olympic Tryouts: 110-meter highs—14.3 seconds. (Betters world's record); 400-meter 3-foot hurdles—52.1 seconds.

National A. A. U. Championships: 220-yard lows—23.6 seconds.

Olympic Games: 110-meter hurdles—14.6 seconds (Set new Olympic record and equaled world's mark of 14.4 seconds in semi-final heat).

His intercollegiate competition over, Saling now is a first year student in the University of Iowa College of Law, after receiving a Bachelor of Science in Commerce degree in June.

He has retained his amateur standing and may return to the track next summer to race in A.A.U. meets. Heavy studies in law forced him to refuse invitations to compete in the East and Middle West during the winter and spring.

Saling is 6 feet 1½ inches tall and weighs 155 pounds. His home is in Corydon, Iowa.

In a year of marvelous collegiate hurdlers, James Payne of the University of Southern California held his own with the nation's best, for at the top of his form he equaled championship time in both highs and lows. Not a large man, as hurdlers go, he possessed form as nearly perfect as is ever attained, according to his admirers. He had splendid speed.

Charles Scheifley of the University of Minnesota made his best high hurdle time in a trial heat of the N. C. A. A. Meet. He placed fourth in the finals, won by Saling in 14.1 seconds. In the Drake Relays, he ran second to Saling, beating Casper of Texas Christian and other good high hurdlers. He placed second in the low hurdles at the Western Conference Meet.

A. R. Flick of the University of Kansas won the 1932 Big Six Conference high hurdle championship in 14.7 seconds. He took second place in the Kansas Relays and fourth in the Drake Relays in this same event.

Flick is also an excellent low hurdler. His best time, 23.4 seconds, was in the Kansas-Missouri Dual Meet, 1932.

Flick is a tall, powerfully built boy with a great deal of speed. He depends upon his strength and speed more than form for his success. Flick has one more year of competition and should do much better this year, is the belief of his coach, H. W. Hargiss.

Edward E. Welsh, another U.S.C. athlete, was a great competitive hurdler. He rose to great heights and ran his fastest when competition was strongest. Welsh was a stylist, but he also had speed in abundance.

"When, as a coach," writes Larry N. Snyder, track coach at Ohio State University, "you get a high hurdler 6 feet 3 inches tall who is fast enough to place in the dashes, you begin to think of world's records. In Jack Keller we have just that combination."

One might say that Keller grew up at Ohio State University. Since his first year in high school, he has worked out regularly with such performers in the high and low barriers as Phin Guthrie, Dick Rockaway, Kent Crooks and John Black, all capable of breaking 14.8 seconds in the highs. Rockaway's mark of 22.8 seconds in the low hurdles was erased by Keller in the 1932 N. C. A. A. meet when he raced the distance in 22.7 seconds for a new world mark. Only these two men have ever broken 23 seconds in the 220-yard low hurdle event.

Last season Keller ran the 50-yard highs—four hurdles—in 6.2 seconds on the boards. His time of 14 seconds flat in the Big Ten meet was made with a following wind that probably hampered more than it aided this long legged youngster. He won the final American team tryouts prior to the Olympic Games in 14.4 seconds against a stiff breeze. In the Olympics, he hit two hurdles so hard that he finished fourth after leading most of the way.

Although he lacks sufficient weight to make him consistent under all conditions, Keller has a powerful, high-knee stride that belies his slender build. His form over the high hurdles is orthodox. He pushes his right hand hard forward with his left foot and brings the left hand back to his hip. He has a beautiful front leg snap that enables him to get down to the track instantly. In the lows he merely snaps over without losing his running angle or form.

"Form is Keller's bugaboo," Snyder declares. "He wants beauty and co-ordination as well as speed in his hurdling. This season, his senior year, he is so earnestly striving for that form which his gangling physique makes difficult for him that he never fails to query, after every trip over the barriers, 'How did I look, coach?'"

Very slender, seemingly not possessing strength to carry him past the halfway mark, Joseph Bills, Southern California, had unsuspected stamina. He won his races by a terrific finish over the last twenty-five yards.

Charles Casper of Texas Christian University was on the Honor Roll in both the low and high hurdles. His 1932 season was his first year of varsity competition. He is nineteen years old, 5 feet 11 inches tall, and weighs 175 pounds. Very elastically muscled and loose-hipped, he is a mediocre dash man, running the 100-yard dash in about 10.1 seconds consistently. He is an unusually fast starter. In every race last season he beat every opponent to the first hurdle by at least one step. It is this fact, principally, that makes him a consistent winner in the high hurdles, despite the fact that he is not so tall as a high hurdler really should be. At the Drake Relays he took third to Scheifley of Minnesota and Saling of Iowa. He was over the first hurdle before they reached it.

His form in the high hurdles is orthodox with the exception that his rear hand comes a little bit too wide instead of straight back. This is due, believes Mack Clark, his coach, to the fact that his legs are not quite long enough to step over as he should, and therefore he has to jump slightly. He starts with his left foot in the front hole and takes the hurdles, both lows and highs, with the same foot. He is a consistently better low than high hurdler, due to the fact that he is handicapped by his height in the high hurdles.

He was high point man for his team last season and totaled 105 points for seven meets. He broad jumps over 23 feet and has high jumped 6 feet. He is an enthusiastic trainer and has a world of confidence in himself. Coach Clark believes that with another year of experience his senior year should be his best.

Casper holds the Southwest Conference low hurdle record with the time of 23.2 seconds, and he has run the highs in 14.6 seconds.

A. W. (Gus) Meier of Stanford University is a good hurdler totally lacking natural speed. This handicap Meier overcame by consistently running short sprints.

Edwin Bath of Michigan State College

made his best time when he won the high hurdles in a dual meet with Notre Dame.

The hurdle form of Eugene Record, Harvard athlete, lacks in perfect execution over the hurdle, but otherwise it is very strong. The stronger the competition, the better Record performed. Three times in three years he won the indoor intercollegiate high hurdles, and three times the outdoor intercollegiate high hurdles. This record in the outdoor high hurdles has not been equaled in over a quarter of a century.

Jay Westcott of Michigan Normal College ran the high hurdles in 15 seconds flat in a dual meet with the University of Chicago to give him a place on the Honor Roll.

Ed Roden of the University of Wisconsin was fifth in the highs at the N. C. A. A. Meet in Chicago. His best winning time was in the meet with Marquette University.

In winning the high hurdles in a meet with Ohio Wesleyan, C. Mears of Miami University was clocked in 15 seconds flat, which gave him a place on the Honor Roll.

The Low Hurdles

FIVE of the ten men on the Honor Roll in the low hurdles are also on the high hurdle list.

Heye Lambertus entered the University of Nebraska from Gothenburg, Nebraska, High School where he received his foundation work under Coach Wyant, an old Nebraska man. Lambertus is one of the few men whose form from high school was so nearly perfect that it required no changes.

"His form appears to be the most perfect I have ever seen," declares Coach Schulte, who believes that if Lambertus is able to increase his speed slightly he will be ready to run the lows faster than they have ever been run before.

He now can run the 220-yard dash in 21.4 seconds. His hurdling action is the last word in form.

John W. Brooks of the University of Chicago won the low hurdles in a quadrangular meet last year in 23.4 seconds.

Norman Paul was last year one of Southern California's most promising sophomores. Paul represents the finest in the combination of low hurdling and broad jumping. A natural born athlete with marvelous physique, Paul relies for victory on his tremendous speed.

In winning the low hurdles in 23.6 seconds in a dual meet with Yale, Charles E. Scarlett of Princeton University assured himself of a place on the Honor Roll.

Clyde Blanchard's greatest assets as a track man are his ever-present interest in track and his desire to be a record holder. During his college career at the University of Arizona, he ran all races from the 100-yard dash to the mile and was a good performer in them all. He centered his attention his last two years on the hurdles, and the past season saw gratifying results. He is an orthodox hurdler with the body buck worked to perfection. He is a fine 400-meter hurdler.

Physical Medicine Applied to Low Back Sprain

By G. G. Deaver, M.D., B.P.E.
Y. M. C. A. College, Chicago
and
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Department of Physical Therapy
Northwestern University, Chicago

THE term "backache" is used to describe a variety of conditions in which pain is the chief symptom. As "backache" is quite prevalent among athletes, and, as physical therapeutic methods have been found useful in treating this condition, it is important that this subject be considered. Sir Robert Jones[1] classifies low back strain under four headings: (1) that due to arthritis of the spine; (2) *that which is traumatic in origin*; (3) that due to attitudinal or mechanical strain—static backache; and (4) that due to uterine, pelvic or abdominal disorders.

We shall limit our discussion to those forms of low back strain which arise as the result of trauma (blows or twists), for it is this type which most often is found among athletes.

Anatomy

IN order better to understand the reasons for the symptoms, signs and treatment of low back strain, it is necessary to consider the elements with which we are dealing, such as "the weight and its support by the skeleton, the ligaments which bind the bones more or less securely together at the joint; and the muscles and their tendons which move the joints and maintain them in position." [2]

"The spine lies toward the back of a more or less cylindrical muscular tube, of which the abdominal muscles form the front wall. The maintenance of the spine in the upright position by the muscles has been compared to the way in which a flagstaff is held upright by stays reaching from the top of the staff to the ground. Although there is no one muscle reaching from the skull to the pelvis, there is a continuous sheet of muscles each supplementing the action of the other." [3] The pelvis becomes the fixed point for the attachment of the strong muscles and fasciae which are required for movement of the trunk.

The sacrum is set between the iliac bones of the pelvis as a keystone of an arch. The articulation of the sacrum and the iliac bones form the sacro-iliac joints. There are two groups of ligaments which bind these articulation, the *anterior and posterior sacro-iliac ligaments.* In addition to these, there are two ligaments connecting the last lumbar vertabra with the sacrum, *lumbro - sacral ligaments.* Since these ligaments, which bear practically all the weight of the trunk, are poorly supplied with blood, but well supplied with nerves, they, when injured, become more painful than does the average joint.

The lower back is a region where, as Heald[4] states,

1. Much weight has to be carried, and yet
2. Free anterior-posterior and lateral movement has to be provided;
3. Rotation is limited;
4. The aponeuroses of the muscles are blended to form a continuous sheet, and therefore
5. A tear of one part may have a widespread effect;
6. Nerves and plexuses lie in intimate relation with powerful and ever-active muscles and their coverings.

[1] Jones, R., and Lovett, R. W. *Orthopedic Surgery.* Wm. Wood & Co., New York. 1924.

[2] Adams, Z. B. *Back Strain.* Jr. Am. Med. Assn., Oct. 4, 1924.

[3] Jones, R. *op. cit.*, p. 311.

[4] Heald, C. B. *Injuries in Sports.* Oxford Univ. Press, 1931.

ATHLETIC HEADQUARTERS

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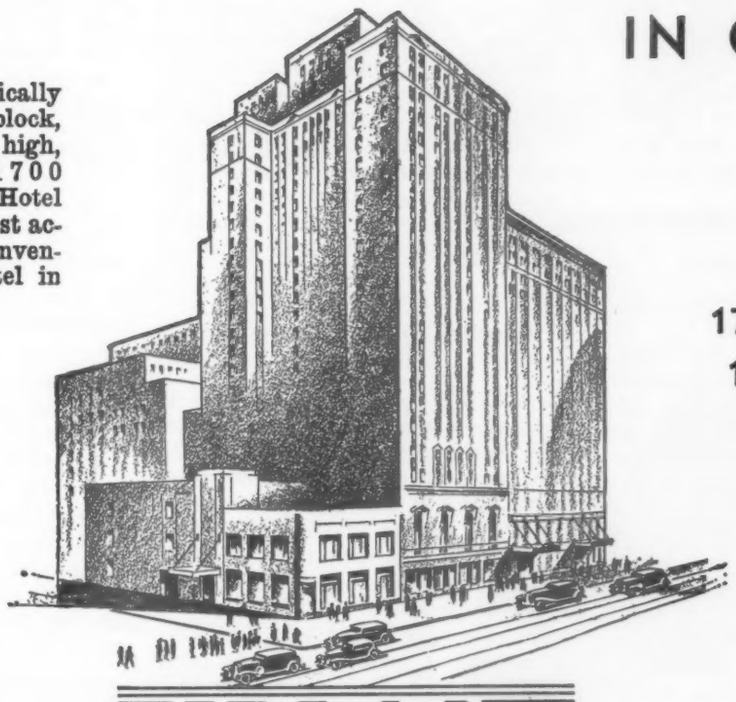

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The "Athletic Back"

THOUGH we have limited our discussion of low-back strain to those conditions arising as the results of injuries, it must be recognized that it is difficult to differentiate between muscle injuries (commonly called lumbago, myositis or myalgia), sacro-iliac and lumbo-sacral sprains and inflammation of the sciatic nerve. Even though the pain may appear to be the result of a recent injury, one must not overlook the fact that constitutional conditions, such as infected teeth, tonsils or sinuses, may be a contributing cause.

It is extremely important, therefore, to obtain a complete history of (1) how the injury occurred; (2) whether movement or exercise was possible; (3) the localization or radiation of the pain.

Diagnosis of Muscle Injuries

"THE easiest diagnosis to give to injuries or pain in the lower back is 'muscle strain' or 'lumbago.' The more thorough and more careful the examination of a back becomes, the less often will it be found that symptoms are due to muscular injury. True, much of the pain of backache is often due to spasm or cramp, but this is a protective reflex, and is only a secondary feature. It is well to repeat that direct injury to the muscles is not a common cause of backache following accident; rather it is exceptional, in spite of the frequency with which it is given as the primary cause when forming a diagnosis. So comparatively rarely is this diagnosis correct that it is not justified until all other possible causes have been eliminated." [5]

INSPECTION — Inspection of the back seldom discloses any signs that will help one discover the location of injury. In order to make a differential diagnosis of muscle injuries, sacro-iliac or lumbo-sacral, or sciatic nerve involvement the following tests should be employed:

TESTS FOR MUSCLE INJURIES—

1. Ask the individual to stand erect, then to bend forward from the waist. If there is any injury to the muscles you will discover that he can bend forward without difficulty but that on endeavoring to assume an erect position he suffers great pain in the lower back muscles. Coughing and sneezing usually accentuate the pain.

2. Have the individual lie on his abdomen on a table, placing his hands behind his neck. Hold both his legs firmly against the table and then ask him to raise his head and shoulders. If he can perform this movement, there is little reason to believe there is any serious involvement of the back muscles (hyperextension test).

3. Have the individual lie on his back, placing his hands behind his head. Then request him to raise first one leg, then the other, and finally both legs at once, from the table. (This movement must be performed smoothly and slowly.) "If he can raise one leg but is completely unable to lift both, his back muscles or aponeuroses (fascia-like structures) have certainly suffered some injury." This test reveals any loss of integrity in the psoas or quadratus or the fascia connected with them." [6]

4. Where a more accurate method of diagnosing muscle injury is required use, if possible, the Faradic current. If there is an injury, strain, or adhesion of the muscles, Faradic stimulation will increase the pain when the injured muscles are caused to contract. Mennell states that if there is no painful response to this stimulation we are not justified in making as our diagnosis any form of muscle injury.

Diagnosis of Acute Sacro-iliac Involvement

HISTORY—In acute sacro-iliac involvement there is usually a history of sudden severe pain in the lower back region following some unguarded movement—while playing tennis or golf, lifting, jumping in the air and landing heavily on one foot, etc. The history in some cases shows the resulting pain was so acute as to cause the patient to fall to the ground and to require help in order to rise.

SYMPTOMS — Acute pain in the lower part of the back, more to one side than the other. This pain may be localized in the back, but in recurrent cases it radiates to the groin and down the thigh to the leg. As most patients are familiar with the terms "lumbago" and "sciatica," they usually attribute the pain to one of these conditions.

DIAGNOSTIC TESTS FOR SACRO-ILIAC SPRAIN—

1. Have the individual lie on his back on a couch. Grasp the leg which is on the uninjured side of the back, hold the knee straight and flex the hip. This exerts a strain on the sacro-iliac joint on the opposite side if the leg is raised high enough to lift the pelvis from the couch.

2. While the individual is lying on his back, place your hands on the outside of the iliac crests and press inward. If there is an injury of the *posterior* sacro-iliac ligaments this compression movement will accentuate the pain.

3. Now place your hands on the inside of the iliac crests and push outward. If this separation movement produces or accentuates the pain of which the person complains, the *anterior* supporting ligaments of the joint are involved. One movement produces pain and the other diminishes it. If both movements produce pain, the injury involves something more than a sacro-iliac sprain.

4. Have the individual lie in the prone position. Flex the leg, then, grasping the knee with one hand, raise the thigh from the couch while the other hand makes firm pressure downward over the lower back. This limits the strain to the sacro-iliac joint and will cause pain if there is an injury to this joint.

5. Have the individual place the foot of the injured side on a chair. Grasp one of his hands and hold the chair securely with the other. Assist him to rise until both feet are on the chair and he is standing upright. Then have him return to the floor in the same manner. When his foot is a few inches from the floor, give his hand a short push, which will cause him to light sharply on his leg and jar the pelvis. If there is an injury to the sacro-iliac joint he will feel an intense pain and probably the leg will collapse.

Diagnosis of Acute Lumbo-sacral Involvement

HISTORY — Injury takes place in the lumbo-sacral joint, and sometimes locking, as the result of some definite injury associated with rotation or backward flexion of the trunk. The individual gives a history of sudden acute pain in the lower back region, usually located on one side and nearer to the spine than is the pain in a sacro-iliac sprain. After an injury to this joint the patient often becomes statue-like and is afraid to move.

SYMPTOMS—The pain is localized quite definitely and the point of injury is sensitive to pressure. Standing causes less pain than does lying or sitting (the opposite is true in sacro-iliac lesions).

DIAGNOSTIC TESTS FOR LUMBO-SACRAL SPRAIN—

1. Ask the individual to rise from the sitting to the standing position. Note that he holds his back vertical and rigid and that stooping is almost impossible.

2. Have the patient lie on his back, elevate one leg, then the other, and then the two together. Note that "elevation of either leg with the knee extended causes no pain until a range is reached when the movement is passed on to the lumbo-sacral region. The limit of painless movement is the same on the two sides, unlike the sacro-iliac strain. Raising both legs together, pain is felt much earlier than if each is raised separately, another difference from sacro-iliac trouble." [7]

3. Have the patient take the side-lying position. It will be found that "extension of the hip with the knee bent causes no distress while the hip on the side on which the patient lies is fully flexed. As soon as it is released, and the strain is transmitted to the lumbo-sacral joints, the movement becomes painful. Little or no difference

[5] Mennell, James. *Backache.* P. Blackiston's Son & Co., Philadelphia, Pa., 1931.

[6] Heald, C. B. *op. cit.*

[7] Mennell, James. *op. cit.*

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will be noticed upon whichever side the patient lies." [8]

If there is any suspicion of sciatic nerve involvement, the following test should be employed:

DIAGNOSTIC TEST FOR SCIATICA—

Have the individual lie on his back while you raise the straight leg as high as possible without causing too much discomfort to the patient. Holding the leg in this position, flex the foot. (This movement will cause great pain if there is a true sciatica.)

Treatment of Muscle Injuries

WHEN the diagnosis of muscle injury has been made, the purpose of treatment is to endeavor to remove the inflammatory exudate in the injured tissues and prevent further strain and pain.

The pain caused by a severe tear of muscle or aponeurosis is so severe it not only may require the individual to go to bed but may necessitate morphine to relieve the pain.

HEAT — This is the first form of therapy indicated, as it relieves the muscular spasm and pain by dilating the capillaries and thus preventing circulatory congestion. A hot water bag, an electrically heated pad or a hot bath are all forms of heat which are applicable. Various home made poultices are often useful. The infrared lamp placed over this area is perhaps the easiest to apply, as well as the most penetrating and thus the most beneficial.

MASSAGE — The best forms of massage are stroking and petrissage, which are directed upward and downward along the back muscles. This treatment is given to further disperse the exudate, to promote normal blood supply, to hasten repair and to prevent adhesions. Mennell recommends cupping as an adjunct in treatment. "Various cupping glasses can be bought; the best type is provided with a rubber bulb which produces the suction, and the glass can easily be slid along the surface of the skin, if it is previously smeared with oil or white vaseline.

"Any ordinary glass can be used for this purpose. It is heated in hot water, the rim pressed on the skin, and then allowed to cool. The skin is thus sucked up into the glass." [9]

OINTMENTS AND LINIMENTS — The method of applying these medicinal agents is to "rub them well into the affected parts." Most of these substances contain a rubifacient substance which acts as a counter irritant and thus draws blood to the part and heats "the tissues" while the "rubbing-in" is the massage element advocated.

FIXATION—A tear of muscle or aponeurosis calls for some fixation and immobilization. Adhesive strapping is very useful as a protection from sudden use of the muscles. The method of strapping is as follows: Starting from the injured side, six or eight pieces of adhesive tape are applied and run straight around the back. These strips extend from the lower ribs down over the middle of the buttocks. It is well to leave these strappings in place for ten days; as they are waterproof, they will not interfere with bathing. If the skin is sensitive to adhesive tape, the tape may be applied over gauze or an elastic belt.

DIATHERMY — This is an excellent method of applying heat to the region of the back. A large electrode is placed under the buttocks and another over the abdomen. The heat generated gives relief from pain and helps the healing processes.

PROGNOSIS — The results obtained in these cases are generally very satisfactory if the treatment is instituted at the time of the injury and continued until the tissues have had full time to heal. From two weeks to a month is usually required for full recovery under treatment. Mennell uses Faradic electrical stimulation to decide when the case is "cured." If a strong Faradic stimulation fails to produce pain when the muscle is stretched to its limit, the patient may be considered "cured."

Treatment of Acute Sacro-iliac Sprain

TRUE subluxation of the sacro-iliac joint is not a common condition, but it is surprising the number of cases of back pain which are relieved by manipulation of this joint. Osteopaths and so-called "bone-setters" seem to have gained recognition from manipulation of this joint. The technique of applying pressure is a simple procedure and the treatment gives excellent results in certain cases, but to apply these manipulations to all cases of low-back strain is a dangerous procedure, and further injury to the back may result if such treatment is not indicated. When the treatment outlined below does not produce the desired results, the individual should be taken to an orthopedic surgeon for treatment.

FIXATION — Fixation by strapping the region of the sacro-iliac joints is the principal form of treatment in cases of acute sacro-iliac sprain. There are on the market many sacro-iliac belts which prove beneficial for this condition. Before advising the individual to purchase such a belt it is best to strap the region of these joints with adhesive tape and note whether the strapping fixes the joints and gives relief. The best method of applying strapping is that advised by Mennell:

Have the patient lie on his back, with a small pillow under the lumbar concavity. "Take a piece of ordinary 3-inch adhesive strapping of sufficient length to pass around the pelvis horizontally below both the anterior superior spines of the ilia and to overlap by about 3 inches. Two pieces of ordinary grey felt are then placed upon the adhesive surface of the strapping, leaving a gap of about 4 inches at the back. The length of these two pieces should be such that, when the strapping is applied, the anterior ends of the felt rest about 2 inches internal to the anterior superior spines.

"The patient's hips are then flexed, so that the soles of the feet rest flat upon the couch, and an assistant passes one arm underneath the back of the top part of the thigh and the other hand under the lumbar spine. The sacrum is raised from the couch by the assistant, the patient helping as little as possible, and the strapping thus prepared is placed underneath the back of the sacrum. Care must be taken to see that, when the thighs are extended again, the strap, when brought forward around the front of the body, shall rest perfectly horizontally round the trunk just below the anterior superior spines. The surface of the strapping which is uncovered by the felt at once adheres to the skin of the back, whilst that covered by the felt naturally remains free. Another piece of felt is then placed over the pubic region (to prevent the hairs of this region being caught by the strapping) and the two ends of the strapping are now raised in a vertical direction until the pelvis no longer rests upon the couch. The portion of the strapping which is on the sound side is then carried straight across the front of the trunk, and the free end is attached to the skin on the outer aspect of the thigh on the injured side. It is imperative that the adhesive surface should lie exactly below and slightly external to the anterior superior spine. Then, applying as much force as is practicable, the strapping of the injured side must be carried across the front of the patient in similar fashion until the adhesive surface can be applied to the back of the plaster on the sound side. It is not sufficient to rely upon the plaster; a large safety pin must be placed through both layers, so as to hold them firmly in position. If the patient can stand, he is now asked to do so, and another piece of adhesive plaster, unprotected, is attached to the surface of the piece which has already been applied, beginning from the middle line at the back of the injured side. Exerting the greatest amount of tension possible, it is brought round the trunk underneath the anterior superior spine of the injured side, across the front of the body, beneath the anterior superior spine of the sound side, and terminates some 2 inches beyond this on the outer side of the thigh. The strapping can be reinforced in this manner to any desired extent. It is often well to reinforce the support at the back by attaching one end of another piece of strapping below the anterior superior spine of the sound side and then bringing it across the back so as to overlap the original band to about half its extent above the

[8] Mennell, James. *op. cit.*
[9] Mennell, J. B. "Lumbago and Allied Conditions." *The Practitioner*, July, 1932.

upper border. The other end of the strapping is then fixed below the anterior superior spine of the injured side.

"By repeating this process a comparatively wide area of the back can be included in the strapping, and the surface of the skin may be protected by lint, except in the middle of the back and below the anterior superior spine of the injured side. . . . The patient should then be placed in bed and instructed to lie on the back with the knees flexed and the soles of the feet resting upon the bed for as long as is reasonably possible. . . . The next day the patient may be allowed up, but it is often well to reinforce the strapping with a double spica bandage; and, when sitting, a small pillow should be inserted to maintain the lumbar concavity, the shoulders being unsupported. The skin will seldom stand strapping for more than forty-eight hours, and often not as much. It may even be necessary to remove the strapping the same day."

After the adhesive tape has been removed, a sacro-iliac belt, which may be purchased at any recognized surgical supply house, should be applied if there is any evident weakness in the parts.

Other forms of physical therapy may be used empirically. Some cases are helped by diathermy and massage, but in other cases the condition is exaggerated by such treatment. The purpose of the treatment after the belt is applied is to maintain the tonicity of the back muscles and protect the joint from further injury.

PROGNOSIS—As there is a tendency for recurrence of this condition, one must be careful in predicting the end results of treatment. It usually takes from four to six weeks, under proper treatment, before active exercise may be performed.

Treatment in Acute Lumbo-Sacral Sprains

IN cases where the diagnosis indicates a lumbo-sacral involvement, the following treatment is advised:

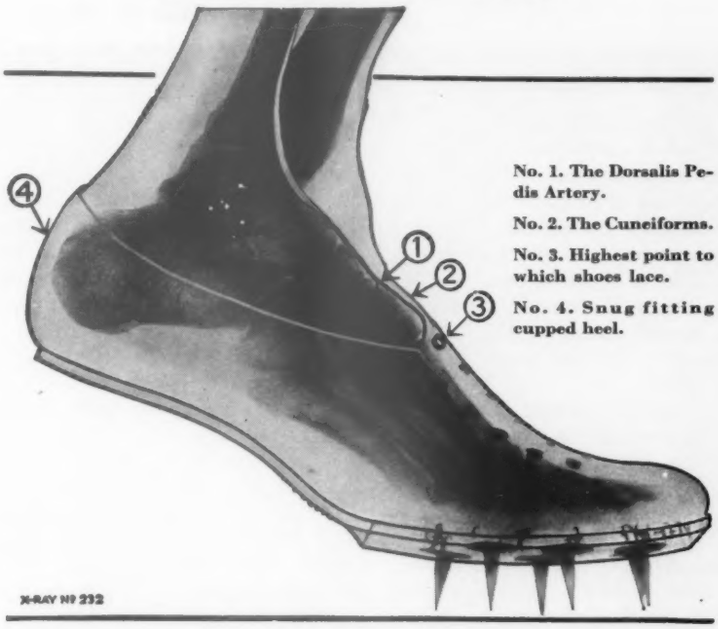
1. Have the individual lie flat upon his back, with a firm pillow placed in the hollow of the lower back.

2. Place a large heat lamp over the anterior part of the body for fifteen minutes. The purpose of the heat is to cause relaxation of the muscles.

3. As manipulative treatment of this joint gives excellent results in selected cases, if possible have an orthopedic surgeon examine the patient. If this is not possible at the time, apply adhesive strappings as indicated in sacro-iliac sprain until the surgeon may be seen.

"Thus the more one sees of cases of backache, the more certain becomes the conviction that those who suffer from it not infrequently owe the persistence of their symptoms to lack of accurate diagnosis and appropriate treatment." (Mennell.)

MR. COACH . . HERE IS WHAT METATARSALGIA MEANS TO YOU!



No. 1. The Dorsalis Pedis Artery.

No. 2. The Cuneiforms.

No. 3. Highest point to which shoes lace.

No. 4. Snug fitting cupped heel.

In straightforward language the presence or absence of Metatarsalgia in your athletes can mean the success or failure of your track season. Here's why!

Metatarsalgia (cramps or knife like pains in the feet) is caused by wearing track shoes that lace over the cuneiforms (Point 2) and compress the arteries, veins and nerves overlying this important point. This restriction of circulation occurs during the time when it is most essential that the legs receive an unimpeded blood supply. Ordinary track shoes do exert this pressure. The impeded circulation results in unnecessary leg weariness—deadened nerve reaction and very shortly thereafter that cramp in the foot—Metatarsalgia!

Mr. Coach—Witch-Elks are the only track shoes that cannot cause Metatarsalgia—because they lace below the cuneiforms and therefore do not impede circulation or deaden nerve reaction.

In addition to this the 1933 Witch-Elks have an important non-stretch feature that eliminates taped on shoes. These shoes will lace snugly and stay on securely—no tape needed.

From the lightest of meet shoes to the sturdiest of training shoes—there is only one word for scientifically designed, medically correct track shoe perfection—it's

Witch-Elk

No. 702. Genuine blueback kangaroo. Regulation spike, non-stretch track shoe.

No. 717. Genuine blueback kangaroo. Detachable spike, non-stretch track shoe.

No. 700. Flawless yellowback kangaroo, hand turned, non-stretch track shoe. The lightest featherweight made. Regulation hand forged spikes.

No. 710. Genuine blueback kangaroo. Regulation spike, jumping shoe.

No. 712. Genuine blueback kangaroo. Detachable spike, jumping shoe.

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Management and Care of Athletic Equipment

By Elmer W. Weber

Director of Athletics, F. J. Reitz High School, Evansville, Indiana

ONE of the most important parts of competitive athletics today in any school is equipment. If the equipment is taken care of properly and is kept in the best of condition, the boys will play better. Equipment is very important in enabling an athlete to do his best. Proper equipment lessens the number and seriousness of injuries and gives the athletes more confidence. It also makes a team look much better.

No doubt many systems have been used by various schools in caring for athletic equipment, but the one mentioned in this article has proved to be very successful for us with no added cost to the school.

At the beginning of the football season, every boy who cares to try out for the team is given a complete uniform in the supply room. By complete uniform is meant shoes, socks, shoulder pads, pants and jersey. The headgears are taken care of by the student managers. Each piece of equipment, shoes, shoulder pads, pants and jerseys, is numbered. After a boy gets his uniform, each piece of equipment is marked down according to the number on a card which the boy signs. Then the card is filed away in alphabetical order in the equipment room. The student managers place each uniform in the equipment room on a certain rack which has the boy's name on it. Each player's equipment is checked twice, first in the supply room and then in the equipment room. Two complete uniforms may be placed on one rack.

Between the two rooms, the equipment room on the west side and the dressing room on the east side, is a door. This door is cut in two, and a shelf on which to place the equipment has been built on the lower half. The lower half is always kept locked. Nobody but the student managers is allowed in the equipment room. Three rooms are used during the year for athletics. The supply room stores all the unissued equipment and other necessary athletic supplies. In the equipment room is the equipment of all the players who are out for the varsity. In the dressing room the boys dress, take their showers and have their injuries attended to by a student manager.

Practice is started the day after all the uniforms are issued and placed on the racks in the equipment room. The players come into the east or dressing room, undress and hang their street clothes in the lockers. They then go to the equipment room door, of which the upper part is open, and ask for their uniforms. The student managers give them the uniforms piece by piece. After practice the boys again come into the dressing room, take off their football uniforms and hand them in at the equipment room door before they take a bath. The uniforms are handed in piece by piece to the student managers who in turn place the suits on the proper racks.

Each football player then takes a shower and comes to the door for a towel, which has the school name and a number on it. This towel is checked against the player's name. After using the towel and getting dressed, the player turns in the towel and it is checked off. An athlete always uses his own towel and that never twice in succession. The towels are sent to a laundry in the city twice a week. This means that there are plenty of clean towels on hand all the time. Clean equipment is issued whenever necessary.

Each day the student managers check over the equipment, so that needed repairs may be reported to the school business manager of athletics, who sees that the equipment is in good condition for use the next day. Clean socks and jerseys are issued as often as necessary. The student managers change the cleats the morning of a game which is to be played in the mud, rain or snow.

By using this system, there is no chance for a misunderstanding about equipment, nor is there a chance for players to lose any part of it. Each piece of equipment is checked out piece by piece and checked in piece by piece each day. On the day of a home game, the game equipment is issued and the practice uniforms left on the racks. The game equipment is also numbered. On the day of a trip, each player's equipment is put in a big sack with his name on it and the managers take care of it. Each player is given his sack before the game. He is responsible for the equipment only during the game. After the game, he checks it in to the student managers again.

One of the student managers stays in the equipment room all during the football practice each day. From this room he is able to watch the dressing room where the players have their street clothes. All valuables belonging to the players are turned over to one of the student managers for safe keeping while the players are down on the field. This student manager also takes attendance, and if a boy is absent from practice more than twice without a good excuse his suit is turned in to the supply room. Another student manager takes care of minor injuries and wraps ankles every day. He is down on the field all during practice with the medicine kit in case some player needs such supplies as gauze, tape or antiseptic. The third student manager is responsible for seeing that the tackling dummy is down each day and brought in after each practice. He is responsible for all footballs. He sees that they are properly inflated, that enough are on the field each day and that all are returned to the equipment room at the end of the day. He is also responsible for the headgears. It is his duty to see that the scrimmage headgears are on the field each day and that they are returned to the equipment room after practice.

In the morning before a game, one of the student managers checks up to see that there is plenty of gauze, tape, rubbing alcohol, resin and ankle wraps. Another of the managers is responsible for seeing that there are enough water bottles on the field for both teams, enough towels, a sufficient number of balls and a headgear for each player.

At the close of the football season, the equipment of each player is checked against the permanent filing record. Any equipment that is missing readily shows up in this check, and the player to whom it was issued is held accountable for it.

When the equipment has been stored in the stock room, it is carefully inspected to determine the type of repair that will be necessary. Football shoes are thoroughly cleaned and oiled to preserve them for further use. Pants and jerseys are cleaned; special attention is given to the pads in each piece of equipment. Headgears are cleaned, given a coat of shellac, blocked and stored in separate boxes.

The student managers go on all the trips with the team. At the end of the season, they are given sweaters with the lettering "MGR" on the school varsity letter. One of the managers is a senior and the other two are underclassmen. This system of daily checking of equipment has proved to be very successful.

"PLAY BALL!" BUT...PLAY IT WITH BIG LEAGUE BASEBALLS

THE Reach Baseball is the official ball of the American League. And there's a reason . . . an "inside" story.

Ordinary ball-centers, after a little play, change shape slightly. This change of shape puts the ball *off-balance*. Its bounce becomes uneven, its life shorter.

The Reach Official American League Ball is especially built to guard against this change of shape. It has the patented Reach Cushioned Cork Center.

This cork center is a perfect lathe-turned sphere of *live* cork. This is surrounded by semi-vulcanized gray rubber, over which is vulcanized another cover of red rubber. The yarns that follow are wool—and the cover is finest horsehide. THAT construction—the famous Reach Cushioned Cork Center—is what gives you a ball with a permanent, perfect center—always correct in roundness, in balance, in playing action!

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•REACH BASEBALLS•

Helps and Hints

(Continued from page 16)

Positive Income from the Student Association

By C. B. Cameron
Laurel, Mississippi, High School

THE partial payment plan for paying membership dues in the student activity association of public schools is by no means original with us. The system we now use combines parts of other such plans joined with features evolved from our own experience and necessity.

Realizing that contributions on this subject have appeared in these columns before, but feeling that the project is still in its infancy, we present the following outline. We sincerely hope that some one will be able to use this outline with the same success we have enjoyed, being careful to make sufficient modification to meet local conditions.

The projects and the membership plan of the Laurel High School Activity Association are as follows:

A. The Activity Association sponsors:
   1. Football.
   2. Basketball.
   3. Baseball.
   4. Track.
   5. Debating Clubs.
   6. Boys' and Girls' Letter Clubs.
   7. Dramatics.
   8. Homecoming day.
   9. Holiday programs.
   10. High school choruses.
   11. Examinations.
   12. Benevolences.

B. Participation in the above activities is limited to students:
   1. Owning membership cards paid up-to-date.
   2. Meeting eligibility requirements of our conference.
   3. Presenting doctor's certificate before taking part in any activity requiring physical exertion.

C. Novel features:
   1. Underprivileged students apply to their sponsors for jobs so that they may work out their memberships. After investigating the case, the sponsor makes a recommendation to the principal, who assigns the duties, which consist of ushering, directing car parking at games, supervising the knot hole gang, etc.
   2. One-tenth of the gross revenue derived from this source is put in a benevolent fund and prorated to the following:
      a. Crippled children's fund.
      b. Red Cross campaign.
      c. Tuberculosis.
      d. Floral offering or other remembrances to students and faculty members in sorrow or distress.

   The above insures a substantial contribution to worthy causes and saves needless campaign appeals.
   3. Faculty members buy memberships at the student price and may attend all performances.
   4. An elastic attitude is maintained in an attempt to put first things first.

D. Home room organization:
   1. Faculty sponsor for the group.
   2. Student chairman.
   3. Regular meeting period.

E. Membership canvass and dues collection:
   1. Mimeographed lists of the group are used in making weekly report.
   2. Students make a down payment of fifty cents if they wish to join the Association.
   3. Twenty-five cents per week is paid thereafter until a total of three dollars is reached.
   4. Payments are arranged so that the final installment is made by the time of the final football game.
   5. Students who do not purchase a membership card must make a payment of fifty cents for examination blanks.
   6. Group reports are taken up by girls (working for their tickets) in charge of certain sections at 1:00 P.M., Friday of each week.
   7. Duplicate two color cards are kept on file by home room groups in the office. (In our case, seventeen groups.) These cards are alphabetized and arranged numerically in the same order as the room list. The number of the home room is in large print on the back of the card.
   8. The girl in charge of each group punches the duplicate tickets to the amount indicated on the list. The money is then turned over to the treasurer and cards are checked for verification.
   9. Paid-up tickets are then left with the group sponsor.
   10. Students who wish to attend the game or performance on any week-end go to their home rooms for tickets.
   11. These tickets are taken up at the gate. After the performance, they are returned to the office and refiled.
   12. Some students will be late in making their payments for one reason or another.
      a. If possible, they are urged to come to the office immediately after school.
      b. Members are allowed to make payment to a designated ticket seller at the gate as a last resort. This person keeps a list, which is turned over to the treasurer.
   13. If a student loses his ticket, he is charged ten cents for a duplicate.

F. Factors contributing to success:
   1. Securing wholehearted faculty and student co-operation.
   2. Keeping general admission prices high enough for students to realize the soundness of their investment.
   3. Maintaining a close correlation of academic, athletic, dramatic and other activities.

The success of the plan is proved by this bit of history: The first six years that we tried to get definite financial support from our student body on the old total cash sale basis show an average of only $200 per year from this source. The past three years under the new system show an average of $738.01 per year to date. The system continues to expand. Our junior high school and some of the grammar schools are beginning to use the same idea. Increased student sales have stimulated adult attendance to approximately the same degree.

Anyone interested may secure samples of the printed material we use by communicating with us. I shall be glad to answer in detail any questions presented. My personal experience has been that very pleasant contacts may be established through this Helps and Hints department.

Helping to Finance the Athletic Budget

By Walter S. Hiltpold
L. C. Humes High School, Memphis, Tennessee

WE all feel the pinch of these hard times, and many a coach probably has had to evolve a scheme to help defray athletic expenses. At my suggestion, an "H" club was organized consisting of those who had earned a letter in any sport sponsored by the school. The club is well under way and the boys are taking hold in great fashion.

The main purpose of the club is to help the school pay the athletic bills, and one of its aims is to take care of all doctors' bills. A meeting is held once a week. Dues of ten cents a week are collected and then athletics in general are discussed. Money is made by putting on a boxing and wrestling match twice during the year. The first one of these contests was put on last week and netted our club $34.00. It consisted of three wrestling matches, three

Have Your Team Swing with the Kings of Swat!

TAKE this Heinie Manush Model*—one of the fine bats in Spalding's famous Autograph Line. It's a long bat with a medium size handle and large hitting surface that extends well down into the grip. Medium weight, 35 inches long. Superbly balanced and no small help in landing Manush fourth in the American League batting averages last year!

Choose Spalding Players' Autograph Bats for your team this season. They are made of the finest northern second growth white ash—perfectly seasoned. To protect the wood against moisture and assure maximum resiliency—each bat is oil-treated, hard filled by hand, boned, waxed and polished.

See these Spalding Autograph Bats. Handle them. Swing them. Get their "feel." No matter the age, size or weight of the players on your team, there's a Spalding "Autograph" that might have been made-to-order especially for each man!

Other famous autographs include:

Walter Berger
Earl Averill
Smead Jolley

*Players whose names are used in connection with these bats have been retained by us to permit such use of their names and to test these bats in actual play.

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NO TIME TO REST!

The new features introduced this year in basketball make it necessary for your team to go at top-speed continually. Ankles and knees, therefore, are under heavier strain and need the protection of ACE Bandages.

No coach should gamble on his players' feet and ankles. Use ACE ankle wraps; they will protect and support the ankle, and enable a player to hold his speed.

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Rutherford, N. J.

Gentlemen: Send me free copy of Ace Athletic Manual.

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RUTHERFORD, N. J.

boxing matches and one mixed match. The whole affair lasted just one hour, and everybody who saw it enjoyed it and hoped to see another.

I find that this club has served a double purpose. As well as assisting the school financially, it has helped to put the morale of the team and school spirit on a higher plane. It has kept the boys closer together, and much interest in athletics in general has been aroused.

Discus Throwing for the Beginner

By L. W. Dick, Jr.
Woodberry Forest School, Woodberry Forest, Va.

IN this article I am thinking in terms of boys of high school age who in one, two or three years may be expected to learn to throw a discus consistently a distance of from 110 to 130 feet. I take it for granted, of course, that the boys whom a coach will choose to make discus throwers will naturally be those who give promise of gaining more than average height. In choosing the larger boys my assumption is that any boy above average size may be taught to throw a discus around 120 feet, provided he has patience enough to work consistently over a period of several years. Whether or not a boy will be able to attain a distance of 130 or 140 feet will be determined somewhat by his height and particularly by his natural qualifications in regard to his sense of rhythm, timing and ability to keep from tightening up when his muscles should be relaxed.

From the coach's standpoint, I feel that there is no track or field event which demands the amount of patience that discus work requires. Therefore, because of the patience needed, I recommend that all men who are starting in discus coaching take up golf immediately, if they have not already done so. Incidentally, the principles used by good golfers are the same as those used by good discus throwers; so other coaches who play the kind of golf I play may use discus coaching as an excuse for continuing to slice the infernal little ball off the tee.

In starting a boy in discus work, the first thing I try to do is to impress upon him the fact that the main force used in throwing the discus is centrifugal force. Since the natural inclination of the boy is to whip the discus out with the arm entirely, I start off by showing him that the right hip and shoulder must lead and drag the arm instead of having the shoulder, back and arm do the leading. To illustrate the point of having the shoulder come around, I tell the boy to imagine that there is an iron bar through his head which runs on down between his legs and into the ground. Then it is easy enough for him to see that, if he were turned on this axis, a longer radius would be obtained by having the shoulder drag the arm around than by having the arm lead. By having him keep his shoulder back while he brings his arm around fast, it is easy to show him, too, by the natural resulting bend of his arm just how the radius of his circle is shortened.

After the boy grasps the idea of how important it is to have his arm and shoulder make as long a radius as possible, I have him start throwing the discus easily. After taking their preliminary swings, all boys, almost without exception, will begin to whip the arm just as soon as it reaches the top of the arc on the back swing. At the same time, instead of letting the body pivot back, they pull the body forward. If at this point I am inclined to wonder why in the world anyone can do anything so unnaturally, I quickly recall how, with only my arms working, I hit with such force at a golf ball that I throw all my weight on my back foot, instead of starting my down swing slowly and letting my club gather momentum as it nears the ball.

To correct the tendency to pull the body forward and to whip the arm too fast, I keep working with the boy until he learns to pivot almost perfectly. It is not hard to show him at this point that, if the right shoulder and hip are to come around as the result of a pivot, the left shoulder and hip are to go back without having theoretically brought about any forward movement of the body at all. In having him take his preliminary swings, I insist that the first movement be a pivot and not merely a swing of the arms. As is the case with the golfer, I have the boy take a full easy pivot and turn his back toward the objective point of his throw.

After a boy has learned the principle of pivoting, it is possible then for him to keep his arm hanging relaxed until it is pulled around by the pivot-turn of the hip and shoulder. If the hip and shoulder turn as they should, the arm is naturally dragged behind in the beginning and gains centrifugal force as it nears the point at which the discus is to leave the hand. If the boy goes through the preliminary movements described above with the arm extended and without having a discus in the hand, he will be impressed with the accelerated force which the discus should obtain when he feels the blood rush into the hand as it is brought around. This same sensation cannot be obtained by whipping the arm around while the shoulder is held back.

Until a boy has mastered the main fundamental principles of throwing the discus from a standing position, I do not let him use a turn at all. I find that the method of turning varies so much with the individual that I can have no set method of teaching the turn. The boys who are naturally relaxed can turn in the most approved style, but the tense ones with muscles which quickly become tightened have to be given one of various

Don't let the tournament catch you flat-footed . . . . READ

PRACTICAL BASKETBALL

By **WARD L. (Piggie) LAMBERT**

Head Basketball Coach, Purdue University

▼

EVERY COACH KNOWS THAT HELPLESS FEELING—sitting on the bench, fuming while he watches his team go down to defeat because the other team has sprung a surprise offense or an unexpected defense.

Prepare now for surprises. Learn how to meet and overcome them. It is too late now to begin teaching your team fundamentals. But it is not too late to prepare your team to overcome the styles of offense and defense it will meet in tournament play.

Read Lambert's chapter on "Tournaments." It contains helpful general suggestions. Read the chapter on "Team Offense." It explains in detail twelve different types of offense you may meet. It outlines a special offense you may use against the zone defense. Read the chapter on "Team Defense." It contains specific suggestions for overcoming various offenses, and outlines special defenses to be used against various types of play and players.

The chapter on "Center Tip Play" gives the plays to be used when your center controls the tip, when the opposing center controls the tip, and when the control is even. Another chapter discusses out-of-bounds, free throw, and jump ball plays.

PRACTICAL BASKETBALL is, as its name implies, *practical.* Its 243 pages, 67 photographs of star players in action, and 114 diagrams may be put to immediate use on the basketball court. Careful reading of it now may mean the difference between a tournament championship and a surprise defeat in the first round.

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methods. The main thing to know is that in the last part of the turn the right shoulder and hip must be dragging the discus around. The arm must not be allowed to lead to the extent that it will throw the weight of the body back on the rear foot, thereby causing a pull away from the discus instead of a graceful follow-through and a natural reverse of the feet.

Interclass Track and Field Meets

By R. R. Biggers
Pascagoula, Mississippi, High School

WE find the interclass track and field meet an excellent way to find promising material for the varsity track and field team. It also furnishes an added incentive for football players to go out for track and increase their speed. The interclass meets may be held during March so that there will be some time left to devote to any promising material before the date of the regional track and field meet.

The students are greatly interested in these meets. I think the fact that school records in the different events are kept from year to year and posted on the bulletin board adds to the interest of the students. The complete results of the annual interclass meet, including records and record holders, are published in the local paper.

We encourage as many students as possible to participate in the meet by not allowing any student to enter more than three events in addition to the relays. The fact that several records are broken each year shows that there has been improvement in track. This improvement may be largely credited to the annual interclass track and field meet.

A Football Coach's Inventory

By L. E. Warrick
Sanford, North Carolina, High School

A TENANT farmer in Eastern North Carolina, whose earthly possessions consisted of a wife and eleven children, was asked if he had made a profit on his year's work. His reply was, "Well I've got a year's growth on my children."

I wonder how many coaches are satisfied, when their football season ends, that they have got a year's growth on their boys? We must accomplish more than just watch the days pass. We must watch the success of our teaching put to the real test. If we fail in our instructions, then we fail along with our teams. A personal inventory, which will help us if we are sincere and real students of the game, might be put in the form of a questionnaire. These questions might serve as a check-up on what we are actually doing or have actually done.

1. Did my football team have a balanced offense?
2. Could weaknesses in the opposing defense be detected by my players and taken advantage of?
3. Did I make blocking and tackling a popular thing to do?
4. Did I make use of specialty men, fellows who could do some one thing well?

R. R. Biggers

L. E. Warwick

5. Was my football a drudgery or a pleasure?
6. Did my teams win the games they were supposed to have won?
7. Does my schedule inspire the boys to play their very best the entire season?
8. Did I have my teams at the proper mental attitude before each contest?
9. Was my offense spectacular enough to give the fans something they wanted to see?
10. Did I consider spring graduation and train other boys to take the places of the boys graduating?
11. Did I conduct myself as a gentleman and accept the decisions of the officials as correct and final?
12. Have I always given the school officials my co-operation in all matters?
13. Am I what my boys think I am, or am I hiding behind a false face?
14. How may I be a better "father" to the boys?
15. Am I succeeding in making men out of boys?
16. Have I bought more equipment than I can pay for?
17. How may I tactfully convince my boss that, if he thinks I am worth more than he is paying me, it will be absolutely satisfactory with me if he expresses his good opinion by adding the difference to my pay check?

An analysis of my teams and myself should be taken at the end of each season to determine what improvements should be made for the next season. We are all far from perfect, but we should at least be students of our boys, the games we coach and ourselves.

The Kicking Game

By Capt. Leon M. Stevenson
Castle Heights Military Academy, Lebanon, Tennessee

WHEN two evenly matched football teams meet, what advantage there may be will usually rest with the team that has a well-grounded kicking game. The closer the game, the more punts there will be. There are plenty of games on record in which each team has used this play around twenty times. A small advantage of five yards a play will add up to a high total in such a game.

With the recent development of football, each team has to play more and more teams of its own or superior strength. Few teams are able to go through an undefeated season. Under such conditions, the punt becomes an even more valuable weapon than it has been in the past. In view of this, more coaches are regarding kicking as an offensive rather than a defensive maneuver.

Not only may punting be used to work one's own team out of a tight place if it is well-handled; it may also push one's opponents back to a dangerous position. We read of kickers like Carideo putting the ball out of bounds in "coffin corner." Does anyone think that this is a happy accident?

We are told by successful coaches that one has to fit one's system to the type of material at hand. This, I think, is a big point in favor of the kicking game. Almost any kind of material may be used in developing this system. This is illustrated

by the fact that when coaches see a scarcity of material and a bad year coming on they usually fall back on their kicking. My idea is that one should not be forced into such a situation. The strong team will be stronger for having been taught the methods of gaining the most from their kicking.

Recently Coach Harry Kipke of Michigan stated that one of the factors contributing strongly to the success of his team the past year was the kicking. The University of Tennessee in 1930 made excellent use of Dodd's ability as a punter. For a decade, Coach Dan McGugin at Vanderbilt has played the kicking game almost solely. The records of these teams serve as concrete evidence of the value of kicking as an offensive weapon.

There are many factors that contribute to a successful kicking game. These I will only mention, as a detailed account would occupy too much space. Usually, teams which are strong in the punting department also have several ways of meeting the situation when their opponents are punting. These I will mention below.

Probably the first consideration in using this style of offense is to have at least one good punter. The more, the better. We are told that good kickers are born, but everyone does not agree on this statement. Certainly, instruction and practice will improve any punter. It is the opinion of many coaches that this practice should be under game conditions as soon in the season as possible, and as often as possible thereafter.

Another important factor is good blocking for kicks by the other ten men. A mediocre kicker will do better with nearly perfect protection than an excellent one under less favorable conditions. The blockers should have the advantage of working under game conditions also. This will prove to be rougher work than the usual form of scrimmage but will pay big dividends eventually.

We have found at Castle Heights that good protection on kicks is not hard to obtain if the players are thoroughly familiar with their assignments. This is one phase to which we give more time than other schools with which I am familiar. Constant reiteration seems to be the best method of impressing blockers with the job they have to do. We try to convince the team members of the idea that every blocked punt represents a loss to the opponent of at least thirty yards.

A third consideration that must be kept in mind is the covering of the punt after the ball starts down the field. The big burden of covering kicks is naturally on the shoulders of the ends. But the other men may play a large part. Linemen who can block well and then get down the field will help greatly in stopping the punt returner with small gains. This factor should not be neglected, as a good ball carrier may nullify a long kick.

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The team that plays the kicking game must have a stout defense. Otherwise the opponents' offense will make up the advantage gained by kicking. Since most authorities agree that it is easier to teach a team defense than offense, it should not be too much to expect that your team can force your opponents to punt back to you. If it can do so and if your players have worked on receiving punts, the game will soon be going the way you want it to go.

When the opponents are punting, there are several things that can be tried that may add to your team's superiority. These may be roughly classified under two heads: (1) attempts to block the punt; (2) attempts to return the punt. I read somewhere that Michigan used six different set-ups this year under varying conditions when their opponents were punting. This is carrying the idea a long way, but every team should have at least two formations to use in this situation.

The most common method used in attempting to block punts is that of varying the arrangement of the linemen and defensive fullback. There are many ways of doing this, depending largely, I would say, on the individual blocking assignments of the opponents. In this connection also it is a good idea to have some man on your own team to watch for unusual alignments on the part of your opponents when your team is punting. "Forewarned is to be forearmed" in most cases.

Returning punts successfully depends a great deal upon the player who is in the defensive quarterback position. Many coaches put their best ball-carrier back to catch punts; others use the quarterback. Be that as it may, this player should have a lot of practice, some of which should be under game conditions. His success will be proportional to the blocking he gets. No matter how good he is, he will not get started without some blocking. Concentration on good blocking in this situation "pays off" in more yardage than almost any other play that comes in the course of a game.

Naturally, if the kicking game is played exclusively with no other offense, it will not score many touchdowns. But if there is a fairly good running attack with average passing, it should prove successful. It is an attack featuring conservation, both of the players' strength and of your good plays until your team is in position to strike. Featuring the kicking game means that a coach will not need so many formations or plays. Simplicity is a big help in successful coaching.

If a coach is so fortunate as to have a punter who is also a passer, his offense is doubly strengthened. And if his punter is of the triple threat type the defense is placed in a quandary. This makes the kicking game better, for at any moment the quarterback may shift to passing or running. By clever manipulation, a smart field general may take advantage of almost any situation that arises.

The Tennessee-Vanderbilt game of 1930 offers an example which may be a bit far-fetched but which shows how events sometimes transpire. Vanderbilt showed a strong running attack early in the game and kept the Tennessee men back in their own territory. The kicking of Bobby Dodd for the latter team kept the Commodores at a fairly safe distance. Kicking was not only a defensive play, however, as was shown in the second quarter.

After his team had stopped a Vanderbilt drive that for a time looked rather dangerous, Dodd kicked from his own 20-yard line. It was a long punt that got by the safety man and rolled out of bounds on about the 5-yard line. This put Vanderbilt in a dangerous position and, when their return kick was short and out of bounds on the 25-yard line, it put Tennessee in an advantageous spot. Dodd was quick to perceive his advantage and threw a pass to Hackman for a touchdown. This was the "pay-off," although Hackman later scored another touchdown on one of the most remarkable plays this writer ever saw.

Many other illustrations might be brought forward to uphold the value of the kicking game. The returns are usually not so quick and decisive as in the incident mentioned. But they are sure, none the less. A team with a well-planned kicking game will never be defeated badly, and it will usually possess an advantage over its rivals. "Ask the man who owns one."

Keeping Out of the Rut

By J. R. Van Miler
Woodrow Wilson High School, Beckley, West Virginia

I BELIEVE it is every coach's duty to himself and his school to try to keep from getting in a rut as far as his coaching is concerned. True, he may "get by" without a conscious attempt to better himself, but in the end the progressive coaches will set the wolves on his trail.

Eleven years ago, when I began coaching, I started a library. I was coaching in a small town with no one to help me plan a defense or other formation. By adding a little from year to year as new material came on the market, in a little while I had a number of fine reference books. When I am in trouble now there are a number of experts to whom I may turn.

It is fine to be original, but the majority of us are imitators. There are coaches who specialize in one sport and who have time and material for experimenting. I believe in using their ideas if they are on the market. I have two assistant coaches now on the job—my first assistant and my library.

Select a book a year in the sport in which you coach. Do not confine yourself to the sport itself but read in the allied fields. Too often the other members of the faculty consider us muscle-minded. Let us develop ourselves along other lines as well. History, psychology, philosophy and education are things worth our time. Let us keep up with the current events; read the newspapers.

It is a fine thing to attend a coaching school in the summer. The contacts are fine and we cannot fail to pick up ideas. Our toughest opponents are being coached by the men who are learning.

The Development of Power Plays in High School

By D. W. Aiken
Kosciusko, Mississippi, High School

HOW many times have we seen football teams whose offense worked well in the middle of the field but bogged down when it got within scoring distance? A common alibi of the losing team in a close game is, "Well, anyway we made more first downs than they did." Often this is true, but usually the winning team in a close game is the team having the strongest power plays.

There are two men you must take care of in order to make your power plays go; namely, the defensive tackle and the end on the side the play goes. The defensive players have the advantage of being able to use their hands, but the offense is more bunched and therefore can put two men on the tackle, two on the end and still have enough men left over to gain. It goes to reason that two men should be able to handle one man if they practice as much on their maneuvers as the defensive man does.

If the left tackle on defense can be blocked by the offensive right end and the flanking back, and the blocking back can care for the defensive left end, then, with the guard merely getting in the way of the defensive fullback, the play is almost sure to gain. But what can you do if the tackle cannot be cared for by the end and the wing-back? The wing-back and the end must fake at the tackle and get free, letting the hard charging tackle smash in where the blocking back or guard, or both, can take him. Then the ball-carrier can come on inside of tackle with a spinner play or cutback. The wise quarterback can deal plenty of misery to the tackle with this combination play, causing the tackle to hesitate, thereby laying himself open to other power plays. We still believe that if we can care for the defensive tackles, everything else being equal, we will win, and it is almost an impossibility to inaugurate a sustained drive without caring for the tackles. A pair of good tackles make any defense look good, and no offense "clicks" unless

the defensive tackles are cared for and blocked.

For the greater part of the time, almost any man you put in the line can block the three center men on defense long enough for the play to get under way, but it takes practice and a great deal of hard work to learn to care for the defensive tackle and end. We believe the blocking back, right end, wing-back and running guard to be the most important men in our defense and the men that cause the offense to "click."

The question naturally is asked: How can these men be developed? First, they may be trained by the proper emphasis being placed upon blocking. More high school stars fail in college because of the lack of blocking ability than any other one thing. Give the blocker his just dues. Play him up before the team, let the ball-carrier realize his dependence upon his blockers, and you are on the road to success. Many teams fail because the coach is too busy teaching intricate plays and shifts rather than showing the boys how to block and then giving them practice almost every day.

The blocking back should be the best blocker on the team. He should be of at least average size, but most of all he must love bodily contact, taking a great deal of pleasure in doing his job in good style. We believe he should be kept as a blocking back and allowed to carry the ball only on reverses, his big job being to take care of the defensive end. Next in importance is the running guard. He should be the fastest man in the line, though not necessarily the largest; he should have the ability to whip out fast and go hard into the defensive fullback. No offense "clicks" well with the fullback tackling the ball-carrier each time he gets past the line of scrimmage. The fault lies in the fact that the defensive full is not cared for. The right end and flanking back must team together, learn to hit the tackle, at the same time clenching him and holding him rather than trying to move him in or out.

Good blocking wing-backs come in all sizes. Our best man weighed only 120 pounds, but he had the ability to fly into the tackle fast, then by clenching the defensive tackle with his shoulder he was able to keep him out of the play. However, when he tried to move the tackle in he would slip off and usually permit the play to be smeared by the tackle.

The play to the strong side, both inside and outside tackle, mixed with play to the weak side over the other tackle may be developed to the point where it is hard to stop, or if it is stopped is bound to weaken other spots in the line. Your weak side plays are more of the gambling type play, and if they go at all may go for long gains. However, their great value lies in the fact that they keep the defense set up for your power play to the strong side.

We believe the punt and short punt for-

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mation better for the open game and deception, but that very few high school ends are good enough to care for the defensive tackles by themselves. Then this punt formation usually bogs down when we get inside the 30-yard line, and we have to return to our close or power formation and depend upon our power. We believe deceptive plays successful only when used in conjunction with power plays, and the deception works because we have the opponents outclassed in power. Passes work because the backs pull in close to stop our power plays.

The next question that arises is how to develop this power. There are no easy ways of getting it, and the best method is to practice the end and the wing-back against the tackle, and the blocking back against the end. Footwork is very imporant and comes only from practice. If possible, get blockers to hit with the foot advanced on the same side as the shoulder used in charging; that is, if the end hits with his right shoulder, then his right foot should be advanced at the instant of contact. A good blocking team shows good coaching because we believe it only natural for boys to play defensive ball; but blocking is only developed by practice, criticism and most of all by the boys being shown just what is expected of them. Get the boys to the point where, if a play is stopped, they know instantly who is to blame; then your blocking will improve.

Equalizing Offense and Defense in Football

By James H. Weaver
Oak Ridge Military Institute, Oak Ridge, North Carolina

SINCE the origin of football, there has been the constant struggle between the offense and the defense, and inevitably the offense has held the upper hand. Consequently, the Football Rules Committee, in an effort to bring about balance between the two factions, has made numerous changes and limitations from time to time. It seems to the writer that these legislations have been directed for the greater part in favor of the offense. Let us assume that such is the case. It is the purpose of this article then to show that more stress and work must be given to the defense in the future, if we are to equalize the offense and the defense, and to keep football the game it was intended to be.

The writer does not entertain the slightest hope that he has solved the problem of equalizing these factions, but he does purpose to offer a few suggestions that might lead some few of his readers to conceive more definite ideas concerning defensive tactics in football, and thus, perhaps, to improve this or that coach's team both offensively and defensively. Needless to say, the writer knows quite well that many of the readers of this article will not agree in every point, but, even so, it is hoped that all that is to be said will not go astray.

There are several universally known offensive systems, and practically every team in the country uses one of these, or a variation of one or more of these. A compact or close formation, plus a punt formation usually makes up the offensive system of the team. These two formations are drilled upon daily and are taught the players until they have mastered, in the main, the fundamentals of the system. Practice continues until the timing of the plays becomes second nature to the members of the team. On the other hand, too little time is spent in teaching defensive football, and the natural result is that defensive football, for the most part, is left to the effort and ingenuity of the individual player. This, I think, is a grave mistake, and, if corrected, will bring about better co-ordination between the offensive and defensive tactics of a football team, and will tend to improve the game of football.

Now comes the question: How shall we accomplish this equalization of the offense and the defense? The writer takes the liberty to review an offensive system, after which the purpose of the defense may be more easily explained.

The system in question is one that I employed this past season, and, incidentally, with greater success than any I have previously used. I cite this system, naturally, because I am familiar with it. I can draw from it more definite conclusions and can present more clearly that which I want to show. The majority of systems which include a compact formation, plus a punt formation, call for a defense according to the formation used. In most cases, the close or punt formation is assumed long enough before the ball is snapped to allow the defense time to meet the play. I am not an exponent of the shift, but I have found that, by using the shift, we can increase the efficiency of our offense. However, this shift as employed is not used to draw the opponents offside, nor do we employ the shift with the idea of getting men in such position as to concentrate more power at one particular point, although this is frequently the result.

After we come out of the so-called huddle, we assume a punt formation, and, since we employ this formation in the execution of at least fifty per cent of our plays, we force the defense to respect this formation. Especially, must this formation be respected in regard to the positions of the defensive backs, because from this formation we may run, kick, pass, or shift into our compact formation. From the compact formation we may also run, pass or kick, employing the quick kick. Sometimes on the first number called, we attempt a play from punt formation. Then again, on the first number called, we shift into our compact formation, in which case, the ends shift in close to the tackles with the shifting backs, and, possibly with a man in motion or with an end shifting out on the second number (allowing for the intervening series of numbers), a play may be executed. This shift could have been, and was, varied from time to time, due to the play that was called.

Now, the above discussed offensive system has at its command a long and short punt formation and a shifting backfield. It also may be assumed that the compact formation could be assumed immediately out of the huddle. Now for the defense!

I do not think that it should be the purpose of the defense to prevent the offense from gaining any ground at all. Rather, the defense should strive to keep the offense from accomplishing its purpose, namely, scoring. There are times when the defense may permit the offense to gain ground and still accomplish its main purpose. Hence, we deduct that defenses must vary according to the down, the distance to go, the position on the field, the score and, above all, the opposing formation. If the above be true, then, to the mind of the writer, it is high time that coaches spend more work and energy in perfecting the defense and cease the slothful habit of leaving the defense to the ingenuity of the quarterback, or some other individual or individuals of the team.

Last season, we employed, with some degree of success, a defensive system consisting of the seven-man line with the long or short diamond, or a box in the backfield. Also, in one or two of our contests, we converted our defense into the 6-2-2-1, the 6-3-2 and the 6-2-1-2 formations. Prearranged signals were employed, and the most logical defense that we had to meet a formation or a situation was used. Naturally, our defense formation changed many times during the course of one afternoon's football game. As we changed the positions of our defensive backs, we simultaneously converted the positions and activities of our linemen. At times, our ends would not charge far across the line, nor would we send our tackles smashing across the line, only to be boxed for a brief moment but time enough to let a spinner get by them. Nor would we always send the guards low and straight through; on the other hand, we discovered that a floating guard, at times, was trouble enough for the offensive lineman.

If we are to cope with the many laterals, spinners, quick kicks and the like that we are going to see on the gridiron next fall, I believe that it will be very profitable to spend more time in perfecting a defense that will employ team play. It will tend to improve the individual player and it will materially add to the strength and power of the team defensively.

Preparing the Team for the Tournament Season

(Continued from page 13)

plays will keep them watching for them and thinking about them. When players have to think too much in a basketball game, they cannot play up to their ability.

Incorrect Menu

Improper diet has defeated many a tournament team. A good menu for an athlete to have at least three hours before a game is as follows:

Sliced oranges
Two slices of dry toast and butter
Two soft-boiled eggs
One cup of weak tea with sugar and no cream
Sliced peaches

Eggs do not agree with some players. A baked potato may be substituted for the eggs. If the team has been subjected to a hard trip or hard games and the players need energy, they may have a small T-bone steak if it is eaten a good three hours before game time.

Unwise Supervision

Toward the end of the tournament the players are bound to be tired or stale. A brisk alcohol rub-down, followed by an hour of sleep will bring them around in good shape.

The height of a boy's ambition during his school years is to play on a championship team. Players who have been on a winning tournament team will never forget the thrilling moments they have experienced. They will also make lasting friendships with the other players, and the experience gained will last forever. A coach owes his team every consideration and a fair trial. He cannot do too much for his players. They will appreciate every little thing that he may do for them.

I have found that it pays to put the players on their honor about going to sleep or doing the things that they know will be the best for them. Keep away from your players when they are not playing, because they will associate you with the game, and basketball will be on their minds when they should be thinking about something else.

If players are in the tournament to win, their spirit of co-operation will guide them to do the things that are best. Let them go to a show, and they will forget all about the game. About an hour before the game is plenty of time to get them together for last minute instruction, which should be as brief as possible. If too much is on their minds, their play may be handicapped. The fact that they are in the tournament is enough to show that they have had the necessary coaching. Nothing the coach can do now will make up for things the players should have known early in December.

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